DOCUMENT RESUME

ED 036 289 JC 700 031

AUTHOR	HANNEKEN, JUDITH C.
TITLE	A DESCRIPTIVE STUDY OF THE ACADEMIC AND PROFESSIONAL EXPERIENCE OF COMMUNITY COLLEGE ADMINISTRATORS IN OHIO AND MICHIGAN.
PUB DATE	JUN 69
NOTE	101P.; SEMINAR PAPER
EDRS PRICE	EDRS PRICE MF-$0.50 HC-$5.15
DESCRIPTORS	*ACADEMIC RANK (PROFESSIONAL), *ADMINISTRATOR BACKGROUND, COLLEGE MAJORS, DEGREES (TITLES), *EDUCATIONAL EXPERIENCE, *EMPLOYMENT EXPERIENCE, *JUNIOR COLLEGES
IDENTIFIERS	MICHIGAN, *OHIO

ABSTRACT

THIS STUDY IS AN ATTEMPT TO ASCERTAIN THE KINDS OF DEGREES, MAJOR DISCIPLINES, PROFESSIONAL EDUCATION EXPERIENCE, AND BUSINESS AND INDUSTRIAL EXPERIENCE OF THE TOP COMMUNITY COLLEGE ADMINISTRATORS IN OHIO AND MICHIGAN. DATA IS PRESENTED FOR CHIEF ADMINISTRATORS, AND ADMINISTRATORS FOR ACADEMIC AFFAIRS, VOCATIONAL-TECHNICAL INSTRUCTION, BUSINESS AFFAIRS, AND STUDENT PERSONNEL SERVICES. THE DATA INDICATES THAT 100% OF THE ADMINISTRATORS IN THE SAMPLE HELD THE BACCALAUREATE DEGREE, 90.3% HELD THE MASTERS DEGREE, AND 33.8% THE DOCTORATE. THE MAJOR DISCIPLINES OF ADMINISTRATORS AT THE BACCALAUREATE LEVEL WERE SOCIAL SCIENCES AND EDUCATION AND AT THE MASTER'S AND DOCTORAL LEVELS, EDUCATION. (AUTHOR/MC)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED036289

A DESCRIPTIVE STUDY OF THE ACADEMIC AND PROFESSIONAL EXPERIENCE OF COMMUNITY COLLEGE ADMINISTRATORS IN OHIO AND MICHIGAN

A Research Study
Presented to
Dr. Richard E. White

In Partial Fulfillment
of the Requirements for
Higher Education 696

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 19 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

by
Judith Curtis Hanneken
June 1969

JC 700 031

An Abstract of

A DESCRIPTIVE STUDY OF THE ACADEMIC AND PROFESSIONAL EXPERIENCE OF COMMUNITY COLLEGE ADMINISTRATORS IN OHIO AND MICHIGAN

Judith Curtis Hanneken

Submitted in partial fulfillment
of the requirements of the course
Higher Education 696

The University of Toledo
June 1969

The essential purpose of this pilot study was to ascertain the kinds of degrees, major disciplines, professional education experience, and business and industrial experience of the top community college administrators in Ohio and Michigan.

Although the population of the study consisted of chief administrators, administrators for academic affairs, administrators for vocational-technical instruction, administrators for business affairs, and administrators for student personnel services of thirty-two puclic comprehensive community colleges in Ohio and Michigan, data was obtained from only thirteen institutions.

Data pertaining to chief administrators revealed the following: (1) Concerning degrees held, 100 per cent of the chief administrators held one or more baccalaureate degree, 92.3 per cent held the master's degree, and 84.6 per cent held the doctorate. (2) At the baccalaureate degree level the most frequently held degree was the B.S. (46.1%), and the most frequent areas of specialization were Humanities (23%) and Sciences (23%). (3) At the master's degree level the most frequently held degree was the M.A. (66%), and the most frequent area of specialization was Professional Education (23%). (4) At the doctoral degree level 45.4 per cent of the chief administrators held the Ph.D. and 45.4 per cent held the Ed.D., and the most frequent area of specialization was Professional Education (63.6%). (5) The most frequent areas of Professional education experience were the community college and the secondary school. At the community college level the range of experience was 3-31 years, with a median of 8.5 and a mean of 13.3; at the secondary school level the range of experience was 1-26 years, with a median of 10.5 and a mean of 11.3. (6) The range,

median, and mean years of business and industrial experience of chief administrators was statistically insignificant.

Data pertaining to administrators for academic affairs indicated the following: (1) Concerning degrees held, 100 per cent of the administrators for academic affairs held a baccalaureate degree, 100 per cent held the master's degree, and 33.3 per cent held the doctorate. (2) At the baccalaureate degree level the most frequently held degree was the B.A. (50%), and the most frequent area of specialization was Social Sciences (41.6%). (3) At the master's degree level the most frequently held degree was the M.A. (66.6%), and the majority of the respondents selected "academic" subjects rather than professional education as their major discipline. (4) The most frequently held doctorate was the Ed.D. (75%), and the most frequent area of specialization was Professional Education. (5) The most frequent areas of professional education experience were the community college and the secondary school. At the community college level the range of experience was 1-15 years, with a median of 3.0 and a mean of 6.2; at the secondary school level the range of experience was 1-15 years, with a median of 2.0 and a mean of 4.7. (6) The range, median, and mean number of years of business and industrial experience was not statistically significant.

Data pertaining to administrators for vocational-technical instruction revealed the following: (1) Concerning degrees held, 100 per cent of the administrators for vocational-technical instruction held a baccalaureate degree, 100 per cent held the master's degree, and 7.6 per cent held the doctorate. (2) At the baccalaureate degree level the most frequently held degree was the B.S. (46.1%), and the most frequent area of specialization was Professional Education (46.1%). (3) At the master's degree level the most frequently held degree was the M.A. (61%), and the most frequent area of specialization was Professional Education (30%). (4) The most frequent areas of professional education experience were the community college and the secondary school. At the community college level the range of experience was 1-12 years, with a median of 4.3 and a mean of 4.5; at the secondary school level the range of experience was 1-29 years, with a median of 14.5 and a mean of 13.0. (5) In business and industry the range of experience was 2-11 years, with a median of 4.0 and a mean of 5.2.

Data relating to administrators for business affairs indicated the following: (1) Concerning degrees held, 100 per cent held a baccalaureate degree, 66.6 per cent held the master's degree, 8.3 per cent held the specialist degree and 33.3 per cent held the doctorate. (2) At the baccalaureate degree level the most frequently held degree was the B.A. (50%), and the most frequent area of specialization was Business Administration (33.3%). (3) At the master's degree level the most frequently held degree was the M.A. (75%), and the most frequent area of specialization was Professional Education (37.5%). (4) Both the specialist degree and the doctorate were "education" degrees, and the area of specialization for both was Professional Education. (5) The most frequent areas of professional education experience were the community college and the secondary school. At the community college level the range of experience was 2-16 years, with a median of 5.5 and a mean of 7.5; at the secondary school level the range of experience was 9-19 years, with a median of 9.5 and a mean of 13.5. (6) The range of business and industrial experience was 2-17 years, with a median of 8.0 and a mean of 9.1.

Data pertaining to administrators for student personnel services indicated the following: (1) Concerning degrees held, 100 per cent of the administrators for student personnel services held a baccalaureate degree, 91.6 per cent held the master's degree, 8.3 per cent held the specialist degree, and 33.3 per cent held the doctorate. (2) At the baccalaureate degree level the most frequently held degree was the B.S. (41.6%), and the most frequent area of specialization was Social Sciences (33.3%). (3) At the master's degree level, the most frequently held degree was the M.A. (63.6%), and the most frequent area of specialization was Guidance and Counseling. (4) The specialist degree earned was in the area of Guidance and Counseling. (5) At the doctoral degree level both the Ph.D. and the Ed.D. were earned, and the most frequent area of specialization was Professional Education. (6) According to the data, none of the administrators for student personnel services had any business of industrial experience.

Considering the total administrative hierarchy, the analysis of the data indicated that of the sample population 62 or 100 per cent of all administrators held the baccalaureate degree, 50 or 90.3 per cent of all administrators held the master's degree, and 21 or 33.8 per cent of all administrators held the doctorate. Likewise, the major disciplines of administators at the baccalaureate degree level were Social Sciences and Education; at the master's degree level, Education; and at the doctoral level, Education. Hence, the findings of this study tend to reflect the findings of other empirical studies dealing with the same subject.

CHAPTER I

INTRODUCTION

Because of the ever increasing demand for post-secondary school education, the community college has emerged as the largest and most rapidly growing member of the family of institutions of higher education. Five hundred new community colleges emerged between 1957-1967, and the current trend indicates that approximately sixty new community colleges open every year.

This explosive growth, however, has generated many problems, some of which are unique to the community college. One of these problems is obtaining well qualified top administrators to operate these community colleges. Concomitantly, these administrators are confronted with a unique problem: they are part of an institution which has no history. Administrators of new community colleges are part of the institution from its inception; they formulate its policies and procedure; they provide educational leadership. What kind of individuals are selected as administrators for community colleges? What are their academic and professional backgrounds? It was from these questions that the focal point of this study generated.

I. PURPOSE OF THE STUDY

The essential purpose of this study was to ascertain the kinds of degrees and major disciplines, the professional education experience, and the business and industrial experience of the top administrators of public community colleges in Ohio and Michigan. A corollary purpose of this study was to test the validity of the following hypothesis: Most top administrators of public community colleges have backgrounds in academic disciplines rather than backgrounds in professional areas, i.e., business, education, engineering.

Writer's Rationale for the Study

As a faculty member in a community college and as a student in a Higher Education class, the writer of this study became aware of the diverse academic and professional backgrounds of the top administrators of her community college. Next, the writer speculated as to whether the top administrators in other community colleges in Ohio and Michigan had similar or dissimilar academic and professional backgrounds. Finally, through wide reading in the literature pertaining to the subject, the writer discovered little consistency in the criteria pertaining to the academic and professional preparation of the top community college administrators.

Consequently, the rationale for this study was threefold: to ascertain to what extent the backgrounds of community college administrators in Ohio and Michigan differed, to clarify inconsistencies in the literature pertaining to the academic and professional backgrounds of community college administrators, and to serve as a pilot study to ascertain the viability of a more comprehensive study.

Significance of the Study

This study was significant in that it contributed to the literature in the field a comprehensive compilation and analysis of data concerning the academic and professional backgrounds of the top administrators of public comprehensive community colleges in Ohio and Michigan.

II. DESIGN OF THE STUDY

This section of the study was designed to provide a general overview of the plan of the total study.

Population Included in the Study

The population for this study consisted of the top administrators, i.e., the chief administrator, the administrator for academic affairs, the administrator for vocational-technical instruction, the administrator for business affairs, and the administrator for student personnel services, of thirty-two public comprehensive community colleges in Ohio and Michigan. Non-public community colleges, community colleges which offered only "transfer" or college parallel programs, and community colleges which offered only vocational-technical programs were excluded from the study. Likewise, community colleges which were "branches" of four-year institutions, and community colleges which operated as one of the several colleges of a four-year institution were also excluded from the study. Non-public community colleges were excluded because they were operated by special interest groups; community colleges which offered only "transfer" or vocational-technical programs were excluded because their curriculum was specialized; community colleges which were "branches" of four-year institutions and community colleges which operated as one of the several colleges of a four-year institution were excluded because they were not autonomous institutions.

Definition of Terms

For the purpose of this study, the following restrictive definitions were used:

Comprehensive community college. The term comprehensive community college referred to a two-year institution which offers both "transfer" and vocational-technical programs.

Professional areas. The term professional areas referred to those areas of study which involve the learning of occupational-oriented skills. Included in professional areas are business, engineering, professional education.

Top administrators. The term top administrators referred to the individuals who occupy the following administrative positions: Chief Administrator, Administrator for Academic Affairs, Administrator for Vocational-Technical Instruction, Administrator for Business Affairs, and Administrator for Student Personnel Services.

Transfer program. The term transfer program referred to that group of courses which parallel, are equivalent to, or satisfy the requirements for the lower division courses of a four-year institution.

Basic Assumptions

This study was predicated upon four basic assumptions:

1. The sample selected for this study, i.e., public comprehensive community colleges in Ohio and Michigan, was representative of the total population of public comprehensive community colleges in the United States.
2. There were commonalities of administrative structures in the institutions selected for the sample.
3. There was some commonality of function and purpose of the institutions selected for the sample.
4. The institutions in Ohio and the institutions in Michigan were similar.

Limitations

There were two limitations to this study. First, the sample selected for this study was weighted heavily in favor of Michigan institutions. Second, the sample selected for this study was relatively small for the total number of community colleges in the United States.

Design, Source of Data, Method of Procedure

This study was designed as a descriptive rather than a prescriptive study. The writer sent a questionnaire to the chief administrators of thirty-two community colleges in Ohio and Michigan.

Instrument Used

The instrument used in this study was a questionnaire, designed to ascertain the academic and professional experience of the top community college administrators.

Treatment of the Data

The data reported on the instrument was transferred to scanner sheets, and subsequently it was stored on IBM cards. The data was then processed, and the range, mean, median, and percentage of the total for each of the categories mentioned in the questionnaire were computed. Finally, the results of the study were analyzed and compared with the guidelines for the preparation of college administrators as set forth in the related literature.

III. ORGANIZATION OF THE REPORT

Chapter I is designed to present a general overview of the whole study. Chapter II presents a review of the related literature. Chapter III presents the design of the study as well as the method of gathering and analyzing the data. Chapter IV presents the statistical analysis of the data, and Chapter V presents the summary, conclusions, and recommendations of the study.

IV. SUMMARY

Chapter I presents a general overview of the total study as well as the significance of the study and the writer's rationale for undertaking the study.

The purpose of the study was to ascertain the kinds of degrees and major disciplines, the professional education experience, and the business and industrial experience of the top administrators of public community colleges in Ohio and Michigan. A corollary purpose of this study was to test the hypothesis: Most top administrators of public community colleges have backgrounds in academic disciplines rather than backgrounds in professional areas.

The population of the study consisted of the top administrators of thirty-two public comprehensive community colleges in Ohio and Michigan.

The findings of this study provided a comprehensive compilation and analysis of data concerning the academic and professional backgrounds of the top administrators of public comprehensive community colleges in Ohio and Michigan.

The study was organized into five chapters: introduction, review of related literature, presentation of data, analysis of data, and summary and conclusions.

CHAPTER II

REVIEW OF RELATED LITERATURE

The literature explored which pertained to administrators in higher education per se dealt with either the organization and governance of colleges and universities or the role and function of administrators. Relatively few studies were devoted to the qualifications of top administrators. The literature explored which pertained specifically to community college administrators was also devoted primarily to their role and function, not to their academic and professional qualifications. Thus, the amount of literature in the field relating to the qualifications or professional preparation of administrators in higher education was limited.

The literature surveyed which related directly to the study either proposed "guidelines" for the preparation of administrators or outlined the qualifications of top administrative personnel. However, most of this literature dealt either with high level abstractions or with what should constitute a well-qualified administrator; very little of the literature sought to report empirically on the academic and professional backgrounds which administrators actually did have.

I. HIGHER EDUCATION

The pertinent literature related to the academic and professional qualifications of top administrators in higher education was quite limited; however, a few articles appeared in journals and sourcebooks which attempted to outline "guidelines" for the preparation of future college administrators. For the most part, the authorities described characteristics which were desirable in all administrators; however, a few selections were devoted exclusively to the preparation of the chief administrator, the administrator for academic affairs, the administrator for business affairs, and the administrator for student personnel services.

Administrators in General

Although the question of what constitutes a well-qualified administrator is open to debate, several authorities have offered judgments concerning the qualifications needed for the top administrative posts. Even though these judgments often vary in the specific sense, there is concurrence in many areas of generalities. The major commonality is that they are of a judgmental nature, and do not easily lend themselves to empirical verification. As verification of the preceding statements, one need only examine the criteria set forth by Henderson, Duryea, Bolman, and others.

Algo D. Henderson, in Policies and Practices in Higher Education, isolated five qualifications needed by individuals who occupy top administrative posts. According to Henderson, the administrator

> (1) . . . clearly needs to be an educator . . . Being an educator means having the professional insight into the processes of learning and knowledge of the attributes and qualifications needed by persons to carry through the educational job.
>
> (2) . . . needs to be an organizer . . .
>
> (3) . . . needs to . . . know how to recruit and maintain a staff

of high quality and morale.

(4) . . . should also possess some understanding of finances . . .

(5) . . . needs to have an understanding of public relations.[1]

Likewise, Henderson stated that the well-qualified administrator should "get a better knowledge of the scope and nature of higher education, including the theories relating to it"[2] and "undergo some professional training in administrative principles and techniques."[3] In terms of professional preparation, Henderson felt that the top administrator should "devote a relatively small amount of his time on the graduate level or on a post-doctoral basis to study of the professional aspects of administration."[4] Moreover, the administrator should read widely in the areas of (1) the principles and practices of administration, (2) current problems and trends in higher education, (3) curriculum design and administration, (4) human relations and personnel practices, and (5) the development and financing of higher education.[5]

Concerning the controversy over whether the administrator should possess an academic or a professional education background, Henderson strongly favored thorough academic training. According to Henderson,

---

[1] Algo D. Henderson, Policies and Practices in Higher Education, (New York: Harper and Brothers, 1960), p. 220.

[2] Ibid., p. 221

[3] Ibid.

[4] Ibid., p. 248.

[5] Ibid., p. 249.

> there is no question but that on the college level the teacher needs a thorough competence in the field which he is going to teach and that the administrator of the more general sort, such as president or dean, needs also full academic competence. Professional training . . . is not suggested as a substitute for academic learning but rather as an addition.[6]

E. D. Duryea's observations concerning the preparation of higher education administrators differed only slightly from those of Henderson. Like Henderson, Duryea believed that the administrator's preparation should be academic in nature, yet he recognized the need for some professional (administrative) training. Duryea emphasized that

> . . . the administrator's prime responsibility is the proper attention to conditions which "bring the young under the intellectual influence of a band of imaginative scholars."
>
> At the same time, however, the administrator contends with an institution which has become in a real sense a big business.[7]

In addition to his academic and professional preparation, the well-qualified administrator, according to Duryea, needs to (1) know the role of authority in the academic community, (2) include persons affected by a decision in the decision-making process, and (3) know the "character" of his college or university.[8]

Frederick Bolman, in a paper presented to the 23rd National Conference on Higher Education, remarked that "in the past few years, statewide committees . . . have expressed great concern over the proper [italics the writer's] background and preparation of college and university administrators."[9] Moreover, although graduate courses in educational administration (usually packaged into master's and doctoral degree programs) are offered at most large universities, the committees doubt whether there can be adequate graduate preparation for administration. Finally, Bolman commented that graduate faculties other than those of the graduate departments of higher education--more specifically, the graduate faculties of business and public administration--believed that their schools could and should prepare future college and university administrators. Part of the rationale for allowing schools other than the graduate school of education prepare future higher education administrators was

---

[6] Ibid., p. 248.

[7] Gerald P. Burns (ed.), Administrators in Higher Education New York: Harper and Brothers, 1962), p. 28.

[8] Ibid., p. 30.

> the college and university administrators must know not only how to assess his institution in financial terms with unit cost and budget analysis. He must now learn something which has grown up in industry and government called cost-benefit accounting and analysis. This is an educator's task, not just a bookkeeper's.[10]

A final relevant observation concerning the preparation of higher education administrators was made by Edward Eddy in a paper presented to the 22nd National Conference on Higher Education. Eddy endorsed the administrative internship, stating that it provided invaluable experience and on-the-job training for future college and university administrators. Eddy contended that "every American college and university [should] institute its own internship program"[11] and that "the interns should not be assigned the dirty work or leftovers but be asked to sit by the side of presidents, vice-presidents, and deans as decisions are reached and programs put forth."[12]

---

[9] Frederick Bolman, "Preparing College and University Administrators for the Year 2000 (paper presented to Sectional Meeting 24 on "Preparing college and university administrators" at the 23rd National Conference on Higher Education, Chicago, March 4, 1968), p. 1.

[10] Ibid., p. 4.

Chief Administrator

Although the literature pertaining to the qualifications of the chief administrator was highly abstract, the majority of the authorities concurred that the chief administrator should be an educator. Louis Benezet stated that " . . . the president . . . should exemplify higher education at its best,"[13] and that "he [the president] should be a working philosopher of what the college through education is trying to do. It is well if he has been at one time a scholar in an academic field."[14]

John D. Millett also agreed that the chief administrator should be a scholar first and foremost, and he expressed grave concern over the fact that "boards of trustees have tended in recent years to give too much attention to the prospective administrative ability of a possible president and too little attention to his role as an educational leader.[15] Likewise, Millett, referring to Dodds' The Academic President--Educator or Caretaker (1962), commented that the role of the college president as an educational leader has waned in recent years. Thus, Millett recommended that "every college or university president should have been a faculty member at some time in his career"[16] so that the chief administrator would have academic as as well as professional competence.

---

[11] Edward D. Eddy, "The Student Views the College Administration" (paper presented to the 22nd National Conference on Higher Education, Chicago, March 6, 1967), p. 3.

[12] Ibid.

[13] Burns, op. cit., p. 106.

[14] Ibid.

Boards of trustees, as well as authorities in the field, disagreed as to what constituted a well-qualified administrator. John Corson, in Governance of Colleges and Universities, referred to the criteria established by the boards of trustees at three institutions--Princeton, Virginia, and Toledo--when they selected presidents in 1958.

> In two institutions the lay board members clearly indicated that they sought a scholar (preferably from their own institution) and manifested little concern with prior administrative experience. In one institution, Toledo, the board squarely stated that it wanted an educational administrator, i.e., an individual trained as a scholar who had had administrative experience as a departmental chairman, as a dean, as the president of another institution, or in a similar position.[17]

---

[15] John D. Millett, The Academic Community (New York: McGraw-Hill Book Company, Inc., 1962), p. 187.

[16] Ibid., p. 188

[17] John J. Corson, Governance of Colleges and Universities (New York: McGraw-Hill Book Company, Inc., 1960), p. 54.

Finally, the need for both academic and administrative competence has become evident, especially since the evolution of the administrative internship program. Eddy, in defending the internship program, stated that "university administration has many of the aspects of big business,"[18] and that the chief administrator must know not only his academic discipline, but also the principles of administration. Moreover, the need for competence in both academic and professional areas was demonstrated by Kenneth Erfft in his comment concerning the source of chief administrators. According to Erfft, "most men appointed to the presidency come from the academic ranks or from a position of responsibility in government or industry."[19]

Administrator for Academic Affairs

None of the related literature surveyed dealt with the academic and professional qualifications of the administrator for academic affairs. One source, however, did comment upon how academic deans got to be deans. According to Harold Enarson, " the academic dean is not 'trained' in any sense for the job. . . . he is picked because it is felt, always on the basis of too little evidence, that he has administrative ability."[20] Enarson also stated that although the administrator for academic affairs may have had previous administrative experience as assistant to the president, a successful department chairman, or a dean of a college; nevertheless, " . . . he will be woefully unprepared whatever his background. For now he is responsible not simply for a discipline or a field but for the whole acedemic program."[21]

---

[18] Eddy, op. cit., p. 1

[19] Gerald P. Burns (ed.), Administrators in Higher Education (New York: Harper and Brothers, 1962), p. 125.

[20] Ibid., p. 122

Thus, Enarson concluded that the administrator for academic affairs probably has had some kind of administrative experience prior to his appointment to academic dean; however, this experience alone does not insure his success. Concomitantly, Enarson omitted any reference to the academic background necessary for the well-qualified academic dean; he merely commented that, once appointed, "his [the academic dean's] view of the scholarly universe must be radically expanded . . . "[22]

Administrator for Business Affairs

With one exception, the literature pertaining to the administrator for business affairs dealt with the function of the principal business officer, not with his academic and professional qualifications. Erfft, however, in his selection on the qualifications of administrators for business affairs did propose some "guidelines" relating to the preparation of such administrators. As far as academic preparation was concerned, Erfft recommended that the training of the principal business officer "should include a strong liberal arts background."[23] Moreover, although business training may follow the liberal arts program, courses in philosophy, literature, economics, and psychology are necessary to meet the basic communications needs.[24] Erfft further emphasized that the master's degree was a minimum requirement for advancement, and that many men continued their education through the doctoral program, earning a doctorate in either commercial science or educational administration.[25] Likewise, an advanced degree in law could be helpful to the principal business officer.[26]

---

[21] Ibid., p. 122

[22] Ibid., pp. 122-123.

In addition to thorough academic competence, Erfft suggested that the administrator for business affairs possess some previous business experience. Thus, " . . . actual experience through working under the direction of successful business officers is the best way to master the complexities of the business function."[27]

Administrator for Student Personnel Services

Of the literature surveyed, most was concerned with student personnel services and the functions of the student personnel officer; little was devoted to the preparation of that administrator. Charles Bursch, nevertheless, did survey the roster of the National Association of Student Personnel Administrators to ascertain what type of academic and professional backgrounds student personnel administrators did have. The results of his study indicated that there was no standard pattern for the professional preparation of administrators for student personnel services. Moreover, the survey revealed that the academic disciplines of deans of students varied greatly. However, Bursch isolated certain professional qualifications which he deemed desirable. These qualifications included (1) graduate training in student personnel work, (2) experience as a college teacher, and (3) involvement in student activities as an undergraduate.[28] As far the doctorate was concerned, Bursch suggested that

---

[23] Ibid., p. 138.

[24] Ibid.

[25] Ibid.

[26] Ibid.

[27] Ibid.

> . . . an earned doctorate will smooth communication pathways, but it does not seem to matter much in what field the doctorate was secured. However, a doctorate in psychology or educational psychology will make supervision of student welfare services easier . . .[29]

Likewise, Bursch commented that since most programs in general student personnel administration were applicable to secondary education or county school systems rather than to higher education, the college administrator for student affairs would be wise to participate in planned in-service training programs or administrative seminars such as those held at the Harvard Graduate School of Business.[30] Thus, the administrator could complement and add to his professional background by involvement in case study conferences, discussions, and workshops.

---

[28] Gerald P. Burns (ed.), Administrators in Higher Education (New York: Harper and Brothers, 1962), p. 151.

[29] Ibid., p. 151

II. THE COMMUNITY COLLEGE

Literature pertaining to the academic and professional qualifications of top community college administrators was also limited; nevertheless, some recommendations were made concerning programs for the preparation of community college administrators. Moreover, these recommendations applied generally to all administrative positions, but specifically only to three positions: the president, the head of vocational-technical instruction, and the head of business affairs. Noticeably absent from the literature was material dealing with the qualifications of the administrator for academic affairs and the administrator for student personnel services.

Administrators in General

The literature concerned with community college administrators in general reflected the growing need for well-qualified administrators. Edmund Gleazer observed that "reasonable estimates place the need for new professional personnel in community colleges at more than 10,000 each year,"[31] and that " . . . large institutions . . . require a number of broadly prepared administrative officers in instruction, finance, student personnel, community relations, institutional research, and governmental relations."[32] In addition, "if it were just a matter of filling the positions that exist in newly established and expanding institutions, the problem would be serious enough, but in many ways the course is still being charted . . . "[33] Therefore, according to Gleazer, community college administrators need to possess strong leadership qualities. Likewise, John Roueche concurred with Gleazer, stating that "one of the most important factors in determining whether American junior colleges will measure up to the expectations held for them is the quality of their administrative leadership."[34]

---

[30] Ibid., pp. 152-153.

As far as preparatory programs for junior college administrators were concerned, Gleazer commented that there was a critical shortage of qualified personnel to head up programs to prepare community college administrators.[35] Thus, Gleazer recommended that the future administrator take advantage of the Junior College Leadership Program. This program, sponsored by the AAJC, the Kellogg Foundation, and ten universities, consisted of professional leadership training through graduate course work in educational administration and participation in an internship program at a sponsoring institution.[36]

---

[31] Edmund Gleazer, This Is the Community College (Boston: Houghton Mifflin Co., 1968), p. 102.

[32] Ibid., p. 135

[33] Ibid.

[34] John E. Roueche, "The Junior College President," Junior College Research Review, Vol. 10 (June, 1968), p. 1.

[35] Edmund Gleazer, "Concerns and Caution for Community Colleges," Junior College Journal, Vol. 38 (March, 1968), p. 20.

Finally, Leland Medsker agreed that leadership training was important; nevertheless, he felt that a training program for community college administrators should include course work in academic areas as well as in professional education. According to Medsker,

> programs for the preparation of junior college administrators should help them to understand the two-year college . . . They [the administrators] need a broad educational background in other disciplines as well as in professional education.[37]

As far as descriptive reports pertaining to the actual backgrounds of community college administrators were concerned, the majority of the literature dealing in specifics reflected the practices employed by the California community college system. In his analysis of the backgrounds of the top administrators of San Jose City College, Burton Clark discovered that "the college's administrators possessed . . . an administrative background predominantly, if not entirely, in the elementary or secondary school. . . . None had college administrative experience."[38] The first director of the college possessed previous administrative experience as a junior high school principal, whereas the second director had been both an assistant principal of a junior high school and a principal of a San Jose senior high school. The dean of instruction had taken administrative training in vocational education, and the administrator for vocational-technical instruction was an experienced vocational educator as well as the former head of an evening vocational school. The administrator for student personnel services had been the principal of a small high school.[39]

---

[36] Edmund Gleazer, This Is the Community College (Boston: Houghton Mifflin Company, 1968), pp. 111-112.

[37] Leland L. Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill Book Company, Inc., 1960), p. 204.

T. R. McConnell, also commenting about the administrators of San Jose College, stated that since the administrative staff members were selected from within the unified school district, their backgrounds were predominantly in elementary and secondary education.[40]

Chief Administrator

The literature pertaining to the qualifications of community college chief administrators consisted of both judgmental statements made by authorities in the field and empirical studies dealing with the academic and professional backgrounds of selected community college presidents. Nevertheless, the related literature reflected little consistency as to what constitutes a well-qualified administrator.

---

[38] Burton R. Clark, The Open Door College: A Case Study (New York: McGraw-Hill Book Company, Inc., 1960), p. 105.

[39] Ibid., pp. 102-103

[40] T. R. McConnell, A General Pattern for American Public Higher Education (New York: McGraw-Hill Book Company, Inc., 1962), p. 120.

Gleazer raised several questions concerning the qualifications of a community college president. These queries centered about the necessary professional qualifications of the community college administrator. Gleazer asked,

> Is a school superintendency a desirable background? Or a university professorship? Should the president hold a doctorate? How would a top businessman do in the position? Or a retired military officer?[41]

As far as academic qualifications were concerned, Gleazer stated, "whether or not he [the community college president] possesses the Ph.D. or its equivalent is not the main consideration."[42]

Gleazer also pointed out that although formerly secondary school administration or the superintendency seemed to be the stepping stone to the community college presidency, the current trend is to select presidents from within the community college field. Experienced community college presidents, a university dean who had served on a state board for community colleges, the dean of a respected technical institute, and an officer of a consulting firm which had community colleges among its clients represent only a few individuals who have been chosen to lead new institutions.[43]

---

[41] Edmund Gleazer, _This Is the Community College_ (Boston: Houghton Mifflin Company, 1968), p. 104.

[42] _Ibid._, p. 105.

Likewise, Bill Priest commented about the statement of qualifications of chief administrators which was prepared by the board of trustees of Contra Costra Junior College District, California. According to Priest, the board considered both academic competence and administrative experience a minimum requirement for the position. Academic competence was construed to mean the holding of an earned Ph.D. or Ed.D.--or possessing a national reputation as an authority in the field to justify waiver of the doctoral degree--, whereas administrative experience was defined as having at least five years of highly successful administrative experience in a multi-campus system, preferably in junior college, although administrative experience at the college or university level was favorably regarded. In addition, competence in the fields of finance and educational and physical plant planning were required.[44]

Although the number of empirical studies dealing with the academic and professional qualifications chief administrators actually had was limited, five relevant studies appeared in the literature between 1953-1968. Moreover, all the studies except one (the Luskin study) were doctoral dissertations.

The Roland study (1953) attempted to answer the question: What are the backgrounds of present two-year college administrators? The findings of Roland's questionnaire, consisting of a comprehensive record of the academic and professional experiences of 136 junior college administrators of public and non-public institutions in fourteen states, failed to reveal any clear-cut pattern concerning the professional preparation of chief administrators. Nevertheless, pertaining to the academic preparation of community college chief administrators, the Roland study[45] revealed that:

---

[43] Ibid., p. 111.

[44] Bill J. Priest, "Selecting a College President," Junior College Journal, Vol. 35 (April, 1965), p. 6.

1. The junior college administrators, without exception, earned one or more undergraduate degrees. Moreover, 90 per cent of the administrators selected education as their major discipline in their undergraduate degree program.
2. Graduate work was undertaken by 87 per cent of the junior college administrators. Only 10 per cent of this group had not been awarded a graduate degree; however, their average credit hours of graduate work beyond the baccalaureate degree was 30.0 hours.
3. Forty-three per cent of the junior college administrators had the doctorate; however, of the administrators who held the master's degree but not the doctorate, the average credit hours beyond the master's degree was 34.2 hours.
4. Junior college administrators who graduated from four-year colleges tended to possess a scholarly background in the

---

[45] Leo Roland, "Professional Preparation of Junior College Administrators," Junior College Journal, Vol. 24 (October, 1953), pp. 74-77 .

> areas of humanities, social science, and education. 59 per cent of the junior college administrators took one or more courses in philosophy; 92 per cent of the administrators took graduate courses in the social sciences; and 97 per cent of the administrators took graduate courses in education.

As far as professional education experience was concerned, Roland discovered that the majority of the community college administrators surveyed had taught in the secondary school. Seventy per cent of the junior college administrators taught an average of five years in the secondary school, and 19 per cent of the administrators had taught an average of 2.4 years in the elementary school.[46] Moreover, two-thirds of the junior college administrators had held administrative positions in either secondary schools or four-year colleges. Those who had previous administrative experience at the secondary school level served an average of 6.3 years in their positions, whereas those who had previous administrative experience at the four-year college level served an average of 3.6 years.[47]

Thus Roland concluded that (1) most of the community college administrators selected education as their major field of study, and (2) public school positions were "training grounds" for the community college presidency.

---

[46] *Ibid.*, pp. 74-75.

[47] *Ibid.*, p. 79.

The Hawk study (1960) also attempted to ascertain the academic and professional backgrounds of community college administrators. Hawk's sample consisted of 162 junior college presidents of both public and non-public institutions in several states. Hawk's study reflected many of the trends described in the Roland and Henderson studies, yet many areas of difference were apparent.

In reference to the academic preparation of junior college presidents, the Hawk study[48] revealed that:

1. Of the total community college presidents, 4.3 per cent had baccalaureate degrees, 51.9 per cent had master's degrees, and 43.8 per cent had the doctorate. (Note: cf. to Roland's study as well as to Gleazer's findings, based upon data supplied to the AAJC by 378 presidents who were updating their personal records: 6.9 per cent, baccalaureate degree; 57.0 per cent, master's degree; 35.7 per cent, doctorate.).
2. Reviewing the highest degree earned by all 162 administrators, 49.4 per cent held advanced degrees in education, 45 per cent held advanced degrees in the liberal arts (7.4 per cent, humanities; 24.1 per cent, social sciences; 13.6 per cent, sciences), and 5.5 per cent held advanced degrees in other professional areas.
3. Since approximately half of the junior college presidents

---

[48] Ray Hawk, "A Profile of Junior College Presidents," Junior College Journal, Vol. 30 (February, 1960), pp. 342-344.

> majored in academic disciplines, and since nearly half of the administrators holding the doctorate had the Ph.D. rather than advanced professional degrees, the trend seemed to be that future administrators would have academic competence as well as training in professional education.

In terms of previous educational experience, Hawk's study, in part, supported the conclusion that public school background was a stepping stone to the community college presidency. However, he indicated that the trend was changing. In a survey of the previous professional experience of community college presidents, Hawk discovered that of those reporting, 60.2 per cent had junior college administrative responsibility, 43.1 per cent had high school administrative responsibility, and 40.9 per cent had high school teaching experience.[49] Moreover, "the public institutions depend primarily upon men who have served as public school administrators."[50] Finally, Hawk cited Gleazer's data, which indicated toat 63.5 per cent of the junior college presidents came from higher education whereas 20.9 per cent came from the public schools.[51]

Dayton Roberts, in his nationwide study of community college chief administrators (1964) discovered that

---

[49] Ibid., p. 341.

[50] Ibid., p. 344.

[51] Ibid., pp. 344-345.

> . . . 96 percent [sic] of the chief administrators had earned graduate degrees. Of the total group [333 chief administrators] 52.8 percent [sic] had master's degrees and 44.1 percent [sic] had earned doctorates. Of the chief administrators who had doctorates, 64.6 percent [sic] had the Ed.D. while 35.4 percent [sic] had the Ph.D.[52]

Moreover, of the 333 chief administrators surveyed,

> . . . 63.7 percent [sic] of the chief administrators reported that the field of specialization was in some area of professional education other than higher education. Higher education, including junior college administration, was reported as a major field by 8.4 percent [sic] of the total group surveyed.[53]

In reporting pervious professional education experience, Roberts found that "of the 333 administrators surveyed, 50.4 per cent [sic] came to their junior college positions from within the junior college field. Another 15.9 percent [sic] came to their positions from four-year colleges and universities."[54] Thus, a total of 66.3 per cent of the chief administrators surveyed came from institutions of higher education, a finding contrary to that of Roland, Henderson, and, to some extent, Hawk.

The Schultz study (1965) was also concerned with the academic and professional qualifications of community college chief administrators. In his analysis of 333 public community college presidents appointed during three time spans; namely, those appointed before 1952, those appointed between 1952-1963, and those appointed between 1963-1964, Schultz noted a marked increase in the number of presidents who held earned doctorates. Of those appointed before 1952, 5.9 per cent had no graduate degree, 61.9 per cent possessed the master's degree, and 25.0 per cent held the doctorate. Of the presidents appointed between 1952-1963, 2.6 per cent had no graduate degree, 48.3 per cent possessed the master's degree, and 49.1 per cent held the doctorate. Of the presidents appointed between 1963-1964, 4.3 per cent had no graduate degree, 37.9 per cent possessed the master's degree, and 57.8 per cent held the doctorate.[55] Although Schultz states that "very few . . . junior college presidents who lack a graduate degree are now being appointed,"[56] it was surprising to note that a greater percentage of junior college presidents lacking a graduate degree were appointed during the period 1963-1964 than during the period 1952-1963 (4.3 per cent during 1963-1964 as compared with 2.6 per cent during 1952-1963.).

---

[52] John E. Roueche, "The Junior College President," *Junior College Research Review*, Vol. 2, No. 10 (June, 1968), p. 1.

[53] *Ibid.*

[54] *Ibid.*

Furthermore, Schultz stated that "there is a marked trend away from using elementary and secondary schools as sources of junior college presidents,"[57] and that the majority of all junior college presidents come from educational administrative positions, usually in the area of higher education. Of those presidents appointed between 1963-1964, 74.2 per cent came from positions in higher education as compared with 68.7 per cent for those appointed between 1952-1963 and 57.4 per cent for those appointed before 1952.[58]

---

[55] Raymond Schultz, "The Changing Profile of the Junior College President," Junior College Journal, Vol. 36 (October, 1965), p. 10.

[56] Ibid., p. 9.

[57] Ibid.

Finally, the Luskin study (1967), a nationwide survey of junior college presidents who came from backgrounds other than the junior college (i.e., higher education, elementary or secondary administration, business and/or industry, graduate school), indicated that "increasing numbers of junior college presidents are coming to their positions from areas outside higher education. Such individuals need every opportunity to learn about the philosophy and programs of the junior college."[59]

Administrator for Academic Affairs

No literature was available which dealt with the academic and professional qualifications of community college administrators for academic affairs.

Administrator for Vocational-Technical Instruction

Only two studies, both doctoral dissertations, were available which pertained to the academic and professional qualifications of administrators for vocational-technical instruction. Claude Gates, in his study of 66 administrators of vocational-technical instruction from

---

[58] Ibid., p. 11.

[59] John E. Roueche, "The Junior College President," Junior College Research Review, Vol. 2, No. 10 (June, 1968), p. 3

50 institutions, discovered that the academic background of the typical respondent included (1) an academic certificate from a secondary school, (2) a Bachelor of Science degree with a major in either industrial arts or industrial education, and (3) a master's degree with a major in education. Gates also found that the master's degree was the highest degree earned by the typical respondent.[60]

Likewise, Marvin Fielding studied the backgrounds of 156 directors of vocational-technical programs in public junior colleges. As far as academic qualifications were concerned, Fielding discovered that of the 156 directors, 150 held the bachelor's degree, 127 held the master's degree, and 23 held the doctorate. In terms of professional education experience, 106 directors had teaching experience at the secondary level, 73 had teaching experience at the junior college level, and 51 had teaching experience at the college and university level. Finally, concerning related work experience, Fielding reported that 73 of the 156 directors had previous work in the skilled trades, 61 had work experience in sales, and 69 had some work experience in mamagement.[61]

In addition to his analysis of data, Fielding recommended "guidelines" for an educational program and professional experiences for the director of vocational-technical instruction. According to

---

[60] Claude Gates, " A Study of the Administrators of Technical Education Program in the Public Junior Colleges of the United States," Dissertation Abstracts, Vol. 25 (1965), p. 5051.

[61] Marvin Fielding, "Directors of Vocational-Technical Education in the Public Junior Colleges in the United States," Dissertation Abstracts, Vol. 27-A (1966), p. 2772.

Fielding, an appropriate educational background would include: (1) an undergraduate major in either industrial education, engineering, or vocational-technical education, and (2) a graduate major in educational administration and supervision, industrial education, or vocational-technical education, with a concentration of graduate credit in vocational-technical education. An appropriate professional background would include teaching experience in one of the areas of vocational-technical education on either the secondary or collegiate level.[62]

Administrator for Business Affairs

Only one study, a doctoral dissertation, dealt specifically with the academic and professional qualifications of community college administrators for business affairs. Dale Caughey, in a study of 116 business managers of community colleges in 27 states observed that in terms of academic qualifications, 3 per cent of the business managers held no academic degrees, 6 per cent held the associate degree, 33 per cent held the bachelor's degree, 51 per cent held the master's degree, and 7 per cent held the doctorate. Moreover, 68 per cent of the business managers who named their undergraduate majors indicated business subjects as their major area of concentration, whereas those who named graduate majors specified education or educational administration as their major area of study. Only 42 per cent of the business managers indicated a business subject as their major discipline.[63]

---

[62] Ibid., p. 2773.

In his comments about the professional education experiences of community college administrators for business affairs, Caughey pointed out that 39 per cent of the principal business officers came from educational administrative positions, 23 per cent came from teaching, 18 per cent came from commercial administrative positions, and 20 per cent came from miscellaneous sources.[64]

Administrator for Student Personnel Services

No literature was available which dealt with the academic and professional qualifications of community college administrators for student personnel services.

III. SUMMARY

In the preceding material, although many authorities have attempted to define what constitutes a well-qualified administrator, and although the authorities have attempted to define the necessary academic and professional backgrounds necessary for the principal community college administrators, neither the literature nor the empirical studies came to any agreement concerning the academic and professional training essential for the men who fill the top administrative posts.

---

[63] Dale Caughey, "A Descriptive Study of Business Managers in Certain Junior Colleges," Dissertation Abstracts, Vol. 27-A (1966), p. 895.

[64] Ibid., pp. 894-895.

CHAPTER III

PRESENTATION OF DATA

This study was concerned with ascertaining the kinds of degrees and major disciplines, the kinds and years of professional education experience, and the kinds and years of business and industrial experience of the top administrators of public comprehensive community colleges in Ohio and Michigan. A secondary purpose of the study was to compare the actual academic and professional backgrounds of Ohio and Michigan community college administrators with (1) the findings of other empirical studies dealing with the same subject and (2) the recommended academic and professional qualifications proposed by authorities in the field.

This chapter reports the hypothesis, the population selection procedure, the instrument used, the data used, the method of processing the data, and a summary of the chapter.

I. HYPOTHESIS

The hypothesis explored in this study was: Most top administrators of public community colleges have backgrounds in academic areas rather than backgrounds in professional areas.

II. POPULATION SELECTION PROCEDURE

The institutional population chosen for this study consisted of all public comprehensive community colleges in Ohio and Michigan.

As explained in Chapter I, the writer's rationale for selecting this group of institutions was threefold: (1) to ascertain to what extent the backgrounds of community college in Ohio and Michigan differed, (2) to clarify inconsistencies in the literature, and (3) to ascertain the viability of a more comprehensive study, either regional or nationwide.

Method of Selection

The investigator sent a questionnaire, designed to ascertain the academic and professional backgrounds of top administrators, to the chief administrators of thirty-two public comprehensive community colleges in Ohio and Michigan. Of the total population, thirteen institutions responded, yielding a 40 per cent return.

Sample Population

The sample population for this study consisted of the top administrators from thirteen public comprehensive community colleges in Ohio and Michigan. Moreover, since three administrative posts were vacant (one institution reported that the president was acting as the administrator for academic affairs, another institution reported that the position of administrator for business affairs was "open", and a third institution reported that the position of administrator for student personnel services was to be filled in May, 1969), the sample population had a raw number of 62.

II. INSTRUMENT USED

The instrument used in this study was a questionnaire designed to ascertain the kinds of degrees and major disciplines, the institutions attended for each degree, the kinds and years of professional education experience, and the kinds and years of business and industrial experience of the top community college administrators in Ohio and Michigan. A copy of the instrument and the cover letter which accompanied it are included in Appendix A.

III. DATA USED

The data compiled in this study covered eight areas relating to the academic and professional backgrounds of community college administrators. These eight areas were:

1. Titles held by community college administrators
2. Degrees held by community college administrators
3. Kinds of degrees held by community college administrators
4. Area of specialization for each degree held
5. Institution attended, by geographical area, for each earned degree
6. Years in present position
7. Kinds and years of professional education experience possessed by each community college administrator
8. Kinds and years of business and industrial experience possessed by each community college administrator.

The number and per cent for each category was computed for each administrative position involved for the following areas: (1) title, (2) degrees held, (3) kinds of degrees held, (4) area of specialization for each degree, and (5) institution attended for each degree. The number, range, median, and mean for each category were computed for each of the administrative positions involved for the following areas: (1) years in present position, (2) kinds and years of professional education experience, and (3) years of business and industrial experience.

The specific categories for each of the eight areas were devised to cover expected and anticipated responses of the individuals involved in the study. For a more complete description of the specific categories involved, a copy of the data processing coding guide is included in Appendix B.

IV. METHOD OF PROCESSING THE DATA

The method of compiling and analyzing the data gathered was in a sequential arrangement. The first step was to gather the raw data from the questionnaires returned, convert this information to a data processing coding guide, convert the data to scanner sheets and subsequestly transfer it to IBM cards, and then produce a printout of the information stored on the cards. The second step was to obtain a frequency distribution of the variables, and to compute the N, percentage of the total, range, median, and mean for each of the variables for each of the administrative positions involved in the study. The final step was to compare the findings of this study with (1) the findings of other studies dealing with the same subject and (2) the recommendations set forth in the related literature.

V. SUMMARY

This study was conducted in order to ascertain the academic and professional backgrounds of community college administrators in Ohio and Michigan, to ascertain the validity of the hypothesis proposed, and to ascertain the viability of a more comprehensive study. The hypothesis stated that most top administrators of public community colleges have backgrounds in academic disciplines rather than backgrounds in professional areas.

The population consisted of the top administrators of thirty-two public community colleges in Ohio and Michigan. The sample population consisted of 62 top administrators of thirteen institutions in Ohio and Michigan.

This chapter also presented the instrument used, the data used, and the method of processing the data.

CHAPTER IV

ANALYSIS OF DATA

Chapter IV presents an analysis of the data that had been gathered for the study. For the sake of organization and clarity, the chapter is divided into seven major sections. Sections one through five consist of the analysis of data for each of the five administrative positions: Chief Administrator, Administrator for Academic Affairs, Administrator for Vocational-Technical Instruction, Administrator for Business Affairs, and Administrator for Student Personnel Services. Section six consists of a comparison of the findings of this study with the findings of other studies dealing with the same subject. Section seven consists of a comparison of the findings of this study with the recommendations proposed by the authorities in the field.

I. CHIEF ADMINISTRATOR

Included in this section is the analysis of the data pertaining to the titles held by chief administrators, the academic backgrounds of chief administrators, the professional education experience of chief administrators, and the business and industrial experience of chief administrators of public community colleges in Ohio and Michigan.

Titles Held by Chief Administrators

The data in Table I indicate the titles held by community college chief administrators. Of the sample population, 13 or 100 per cent held the title of President.

TABLE I

TITLES HELD BY COMMUNITY COLLEGE ADMINISTRATORS

Title	Chief Adm.		Adm. for Academic Affairs		Adm. for Voc.-Tech. Instruction		Adm. for Business Affairs		Adm. for S. Personnel Services	
	N	%	N	%	N	%	N	%	N	%
Total N Involved	13		12		13		12		12	
President	13	100.00	0	0.00	0	0.00	0	0.00	0	0.00
Vice-President	0	0.00	4	33.33	0	.00	2	16.66	1	8.33
Dean	0	.00	8	66.66	11	84.61	3	25.00	10	83.33
Director	0	.00	0	.00	1	7.69	1	8.33	1	8.33
Business Manager	0	.00	0	.00	0	.00	5	41.66	0	.00
Controller	0	.00	0	.00	0	.00	1	8.33	0	.00
Division Chairman	0	0.00	0	0.00	1	7.69	0	0.00	0	0.00

Academic Backgrounds of Community College Chief Administrators

Included in this section are data pertaining to the degrees held by chief administrators, the kinds of degrees held, the major disciplines, and the institutions attended for each degree.

Degrees held. The data in Table II give the number and percentage of the sample population who earned baccalaureate degrees, master's degrees, specialist degrees, and doctorates. Of the sample population, 13 or 100 per cent of the chief administrators held one or more baccalaureate degrees, 12 or 92.30 per cent held the master's degree, and 11 or 84.61 per cent held the doctorate. None of the chief administrators earned a specialist degree.

Kind of baccalaureate degree. Table III indicates the number and percentage of the sample population who earned one of the seven baccalaureate degrees specified. The data show that the baccalaureate degree most frequently earned was the B.S. degree, followed closely by the A.B. degree. Of the sample, 6 chief administrators, constituting 46.15 per cent of the total, earned the B.S. degree, whereas 4 chief administrators or 30.76 per cent of the total earned the A.B. degree. One chief administrator (7.69 per cent of the total) earned a B.A. degree, 1 earned a B. Ed. degree, and 1 earned a B.F.A. degree. Thus, 23.07 per cent of the total earned baccalaureate degrees other than the B.S. or A.B. degrees.

Major discipline. Table IV reports the number and percentage of the sample population who earned baccalaureate degrees in one of the eight degree areas specified. Those areas in which the greatest number

TABLE II

DEGREES HELD BY COMMUNITY COLLEGE ADMINISTRATORS

Degree	Chief Adm.		Adm. for Academic Affairs		Adm. for Voc.-Tech. Instruction		Adm. for Business Affairs		Adm. for S. Personnel Services		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Total N Involved	13		12		13		12		12		62	
Baccalaureate	13	100.00	12	100.00	13	100.00	12	100.00	12	100.00	62	100.00
Master's	12	92.30	12	100.00	13	100.00	8	66.66	11	91.66	56	90.32
Specialist	0	0.00	0	0.00	0	0.00	1	8.33	1	8.33	2	3.23
Doctorate	11	84.61	4	33.33	1	7.69	1	8.33	4	33.33	21	33.87

TABLE III

KIND OF BACCALAUREATE DEGREE HELD BY COMMUNITY COLLEGE ADMINISTRATORS

Kind of Degree	Chief Adm.		Adm. for Academic Affairs		Adm. for Voc.-Tech. Instruction		Adm. for Business Affairs		Adm. for S. Personnel Services	
	N	%	N	%	N	%	N	%	N	%
Total N Involved	13		12		13		12		12	
A.B.	4	30.76	1	8.33	4	30.76	2	16.66	3	25.00
B.A.	1	7.69	6	50.00	1	7.69	6	50.00	4	33.33
B.S.	6	46.15	4	33.33	6	46.15	3	25.00	5	41.66
B. Ed.	1	7.69	0	0.00	2	15.38	0	0.00	0	0.00
B.B.A.	0	0.00	0	.00	0	0.00	1	8.33	0	.00
B.F.A.	1	7.69	0	.00	0	.00	0	.00	0	.00
Ph.B.	0	0.00	1	8.33	0	0.00	0	0.00	0	0.00

TABLE IV

AREA OF SPECIALIZATION OF COMMUNITY COLLEGE ADMINISTRATORS
BACCALAUREATE DEGREE

Major Discipline	Chief Adm		Adm. for Academic Affairs		Adm. for Voc.-Tech. Instruction		Adm. for Business Affairs		Adm. for S. Personnel Services	
	N	%	N	%	N	%	N	%	N	%
Total N Involved	13		12		13		12		12	
Humanities	3	23.07	3	25.00	1	7.69	1	8.33	1	8.33
Social Sciences	2	15.38	5	41.66	0	0.00	1	8.33	4	33.33
Sciences	3	23.07	1	8.33	1	7.69	1	8.33	2	16.66
Mathematics	0	0.00	0	0.00	1	7.69	1	8.33	1	8.33
Guidance and Counseling	0	.00	0	.00	0	.00	0	0.00	1	8.33
Education	2	15.38	1	8.33	6	46.15	1	8.33	0	0.00
Business Administration	1	7.69	0	.00	0	.00	4	33.33	1	8.33
Other	0	0.00	0	0.00	2	15.38	1	8.33	0	0.00
No Information Given	2	15.38	2	16.66	2	15.38	2	16.66	2	16.66

of chief administrators specialized at the baccalaureate degree level were the Humanities and the Sciences; that area in which the least number specialized was Business Administration. Of the total sample, 3 or 23.07 per cent specified the Humanities as their area of specialization at the baccalaureate degree level, 3 or 23.07 per cent specified the Sciences as their area of specialization, 2 or 15.38 per cent specified Education as their area of specialization, and 2 or 15.38 per cent did not indicate their area of specialization at the baccalaureate degree level.

Kind of master's degree. The number and the percentage of the sample population who earned one of the five master's degrees specified is reported in Table V. Of the sample, 8 chief administrators or 66.66 per cent of the total earned the M.A. degree, 2 or 16.66 per cent earned the M. Ed., and 1 or 8.33 per cent earned the M.S. degree. One chief administrator earned another type of master's degree.

Major Discipline. Table VI presents the number and percentage of the sample who earned master's degrees in one of the nine degree areas specified. The data further indicated that the majority of the chief administrators earned their master's degree in some area of professional education. Of the sample population, 4 chief administrators, or 33.33 per cent of the total, reported some area of professional education as their area of specialization at the master's degree level (2 chief administrators indicated their area of specialization was Education, Non-administration; 2 indicated their area of specialization was Educational Administration). Three chief administrators or 25.00 per

TABLE V

KIND OF MASTER'S DEGREE HELD BY COMMUNITY COLLEGE ADMINISTRATORS

Kind of Degree	Chief Adm.		Adm. for Academic Affairs		Adm. for Voc.-Tech. Instruction		Adm. for Business Affairs		Adm. for S. Personnel Services	
	N	%	N	%	N	%	N	%	N	%
Total N Involved	12		12		13		8		11	
M.A.	8	66.66	8	66.66	8	61.53	6	75.00	7	63.63
M.S.	1	8.33	3	25.00	3	23.07	0	0.00	2	18.18
M. Ed.	2	16.66	1	8.33	2	15.08	0	.00	2	18.18
M.B.A.	0	0.00	0	.00	0	.00	2	25.00	0	0.00
Other	1	8.33	0	0.00	0	0.00	0	0.00	0	0.00

TABLE VI

AREA OF SPECIALIZATION OF COMMUNITY COLLEGE ADMINISTRATORS
MASTER'S DEGREE

Major Discipline	Chief Adm.		Adm. for Academic Affairs		Adm. for Voc.-Tech. Instruction		Adm. for Business Affairs		Adm. for S. Personnel Services	
	N	%	N	%	N	%	N	%	N	%
Total N Involved	12		12		13		8		11	
Humanities	3	25.00	2	16.66	1	7.69	0	0.00	1	9.09
Social Sciences	3	25.00	2	16.66	0	0.00	0	.00	0	0.00
Sciences	0	0.00	2	16.66	1	7.69	0	.00	1	9.09
Guidance and Counseling	1	8.33	0	0.00	0	.00	1	12.50	6	54.54
Education, non-administration	2	16.66	3	25.00	4	30.76	0	.00	0	.00
Educational Administration	2	16.66	0	.00	0	.00	3	37.50	0	.00
Higher Education	0	.00	1	8.33	1	7.69	0	.00	0	.00
Business Administration	0	.00	0	.00	0	.00	2	25.00	1	9.09

TABLE VI (continued)

Major Discipline	Chief Adm.		Adm. for Academic Affairs		Adm. for Voc.-Tech. Instruction		Adm. for Business Affairs		Adm. for S. Personnel Services	
	N	%	N	%	N	%	N	%	N	%
Other Professional Areas	0	.00	0	.00	3	23.07	1	12.50	0	.00
No Information Given	1	8.33	2	16.66	3	23.07	1	12.50	2	18.18

cent indicated the Humanities as their area of specialization, 3 or 25.00 per cent reported the Social Sciences as their area of specialization, and 1 or 8.33 per cent reported Guidance and Counseling as the area of specialization. One chief administrator did not specify his area of specialization at the master's degree level.

Kind of doctorate. The data in Table VII present the number and percentage of the sample population who earned one of the doctorates specified. Of the sample, 5 chief administrators or 45.45 per cent earned the Ph.D. degree and 5 or 45.45 per cent earned the Ed.D. One chief administrator held the degree Doctor of Letters.

Major Discipline. The number and percentage of the sample population who earned doctorates in one of the four degree areas specified is reported in Table VIII. The data indicated that, at the doctoral level, the majority of the chief administrators selected some area of professional education as their major area of study. Of the sample, 7 chief administrators or 63.63 per cent of the total specified some area of professional education as their area of specialization at the doctoral level (3 indicated Educational Administration, 3 indicated Higher Education, and 1 indicated Other Education). In addition, the data indicated that 1 chief administrator or 9.09 per cent selected the Social Sciences as his area of specialization, and 1 or 9.09 per cent selected Guidance and Counseling. Two chief administrators did not indicate their area of specialization at the doctoral level.

Institutions attended. The data pertaining to the institutions

TABLE VII

KIND OF DOCTORATE HELD BY COMMUNITY COLLEGE ADMINISTRATORS

Kind of Degree	Chief Adm.		Adm. for Academic Affairs		Adm. for Voc.-Tech. Instruction		Adm. for Business Affairs		Adm. for S. Personnel Services	
	N	%	N	%	N	%	N	%	N	%
Total N Involved	11		4		1		1		4	
Ph.D.	5	45.45	1	25.00	0	0.00	0	0.00	2	50.00
Ed.D	5	45.45	3	75.00	1	100.00	1	100.00	2	50.00
Other	1	9.09	0	0.00	0	0.00	0	0.00	0	0.00

TABLE VIII

AREA OF SPECIALIZATION OF COMMUNITY COLLEGE ADMINISTRATORS
DOCTORATE

Major Discipline	Chief Adm.		Adm. for Academic Affairs		Adm. for Voc.-Tech. Instruction		Adm. for Business Affairs		Adm. for S. Personnel Services	
	N	%	N	%	N	%	N	%	N	%
Total N Involved	11		4		1		1		4	
Social Sciences	1	9.09	0	0.00	0	0.00	0	0.00	0	0.00
Guidance and Counseling	1	9.09	0	0.00	0	0.00	0	0.00	1	25.00
Educational Administration	3	27.27	0	.00	0	.00	1	100.00	1	25.00
Higher Education	3	27.27	2	50.00	0	.00	0	.00	1	25.00
Other Education	1	9.09	1	25.00	0	..00	0	.00	0	.00
No Information Given	2	18.18	1	25.00	1	100.00	0	0.00	1	25.00

attended by chief administrators is reported in Table IX. The data further indicate that, with one exception, the chief administrators attended institutions in the Great Lakes and Plains regions of the United States for all degrees earned. At the baccalaureate degree level, 6 or 50.00 per cent of the chief administrators attended institutions in the Great Lakes region, and 5 or 41.66 per cent attended institutions in the Plains region. At the master's degree level, 7 or 63.63 per cent attended institutions in the Great Lakes region, and 4 or 36.36 per cent attended institutions in the Plains region. At the doctoral level, 8 or 88.88 per cent attended institutions in the Great Lakes region, and 1 or 11.11 per cent attended an institution in the Plains region. Thus, one may infer from the data presented that the chief administrators of public community colleges in Ohio and Michigan have essentially a Midwestern educational background.

Professional Education Backgrounds of Community College Chief Administrators

Included in this section are data pertaining to the years in present position, and the kinds and years of professional education experience of community college chief administrators.

Years in present position. Table X presents the range, median, and mean number of years chief administrators have been in their present positions. The range of years in present position was 1-17, with a median of 4.6 years and a mean of 4.17 years.

Kinds and years of professional education experience. The pro-

TABLE IX

INSTITUTIONS ATTENDED, BY GEOGRAPHICAL AREAS, FOR ALL DEGREES EARNED BY CHIEF ADMINISTRATORS

Region	Baccalaureate Degree		Master's Degree		Doctorate	
	N	%	N	%	N	%
Total N Reporting	12		11		9	
New England	0	0.00	0	0.00	0	0.00
Mideast	0	.00	0	.00	0	.00
Southeast	0	.00	0	.00	0	.00
Great Lakes	6	50.00	7	63.63	8	88.88
Plains	5	41.66	4	36.36	1	11.11
Southwest	0	.00	0	.00	0	.00
Rocky Mountains	0	.00	0	.00	0	.00
Far West	1	7.69	0	0.00	0	0.00

2

TABLE X

YEARS IN PRESENT POSITION, ALL COMMUNITY COLLEGE ADMINISTRATORS

Administrator	N	Range	Median	Mean
Chief Administrator	12	1-7	4.60	4.17
Administrator for Academic Affairs	12	1-10	2.50	3.08
Administrator for Voc.-Tech. Instruction	12	1-6	3.50	3.50
Administrator for Business Affairs	12	1-7	4.62	4.50
Administrator for Student Personnel Services	10	1-6	3.00	3.20

fessional education experience of chief administrators is shown in Table XI. The table indicates that the areas in which most chief administrators had professional education experience were the community college and the secondary school. The range of years of experience at the community college level was 3-31, with a median of 8.50 years and a mean of 13.33 years. At the secondary school level, the range of years of experience was 1-26, with a median of 10.50 years and a mean of 11.30 years.

Business and Industrial Backgrounds of Community College Chief Administrators

The data in Table XII indicate that community college chief administrators had little background in the business and industrial areas. One chief administrator indicated that he had 1 year of business experience; one chief administrator indicated that he had business and industrial experience, but he did not report his number of years of experience.

II. ADMINISTRATOR FOR ACADEMIC AFFAIRS

Included in this section is the analysis of the data pertaining to the titles held by administrators for academic affairs, the academic backgrounds of administrators for academic affairs, the professional education experience of administrators for academic affairs, and the business and industrial experience of administrators for academic affairs of public community colleges in Ohio and Michigan.

TABLE XI

YEARS OF PROFESSIONAL EDUCATION EXPERIENCE —CHIEF ADMINISTRATOR

Kind of Experience	N	Range	Median	Mean
Elementary	2	----	2.00	2.00
Secondary	10	1-26	10.50	11.30
Community College	12	3-31	8.50	13.33
Baccalaureate Institution	1	----	5.00	5.00
Other Education Experience	2	7-11	9.00	9.00

TABLE XII

YEARS OF BUSINESS AND INDUSTRIAL EXPERIENCE, ALL COMMUNITY COLLEGE ADMINISTRATORS

Administrator	N	Range	Median	Mean
Chief Administrator	2	1-	----	----
Administrator for Academic Affairs	5	2-9	4.00	5.00
Administrator for Voc.-Tech. Instruction	8	2-11	4.00	5.25
Administrator for Business Affairs	8	2-17	8.00	9.13
Administrator for Student Personnel Services	0	----	----	----

Titles Held by Administrators for Academic Affairs

The data in Table I indicate the titles held by administrators for academic affairs. Of the sample population, 8 administrators for academic affairs or 66.66 per cent held the title of Dean, and 4 or 33.33 per cent held the title of Vice-President.

Academic Backgrounds of Administrators for Academic Affairs

Included in this section are data pertaining to the degrees held by administrators for academic affairs, the kinds of degrees held, the major disciplines, and the institutions attended for each degree.

Degrees held. The data in Table II give the number and percentage of the sample population who earned baccalaureate degrees, master's degrees, specialist degrees, and doctorates. Of the sample population, 12 or 100 per cent of the administrators for academic affairs held one or more baccalaureate degrees, 12 or 100 per cent held the master's degree, and 4 or 33.33 per cent held the doctorate. None of the administrators for academic affairs earned a specialist degree.

Kind of baccalaureate degree. Table III indicates the number and percentage of the sample population who earned one of the seven baccalaureate degrees specified. The data show that the baccalaureate degree most frequently earned was the B.A. degree, followed closely by the B.S. degree. Of the sample, 6 administrators for academic affairs, constituting 50.00 per cent of the total, earned the B.A. degree, whereas 4 or 33.33 per cent of the total earned the B.S. degree. One administrator for academic affairs (8.33 per cent of the total) earned an A.B. degree, and 1 earned the Ph.B. degree.

Major discipline. Table IV reports the number and percentage of the sample population who earned baccalaureate degrees in one of the eight degree areas specified. That area in which the greatest number of administrators for academic affairs specialized at the baccalaureate degree level was the Social Sciences; those areas in which the least number specialized were the Sciences and Education. Of the total sample, 5 or 41.66 per cent specified the Social Sciences as their area of specialization at the baccalaureate degree level, 3 or 25.00 per cent specified the Humanities as their area of specialization, 1 or 8.33 per cent indicated the Sciences as his area of specialization, and 1 or 8.33 per cent indicated Education as his area of specialization. Two administrators for academic affairs (16.66 per cent) did not specify their area of specialization at the baccalaureate degree level.

Kind of master's degree. The number and the percentage of the sample population who earned one of the five master's degrees specified is reported in Table V. Of the sample, 8 administrators for academic affairs or 66.66 per cent of the total earned the M.A. degree, 3 or 25.00 per cent of the total earned the M.S. degree, and 1 or 8.33 per cent earned the M. Ed.

Major discipline. Table VI presents the number and percentage of the sample who earned master's degrees in one of the nine degree areas specified. The data further indicated that the majority of the administrators for academic affairs (50.00) did not select professional education as their major area of study; rather, they chose an "academic" subject as their major discipline. Of the sample, 2 or 16.66 per cent of the administrators for academic affairs specified the Humanities as their area of specialization at the master's degree level; 2 or 16.66 per cent specified the Social Sciences as their area of specialization; 2 or 16.66 per cent specified their area of specialization was the Sciences. Four administrators for academic affairs or 33.33 per cent specified some area of professional education as their area of specialization (3 administrators for academic affairs indicated their area of specialization was Education, Non-administration, 1 indicated Higher Education as his area of specialization). Two administrators for academic affairs or 16.66 per cent of the sample, did not specify their areas of specialization at the master's degree level.

Kind of doctorate. The data in Table VII present the number and percentage of the sample population who earned one of the doctorates specified. Of the sample, 3 or 75.00 per cent of the administrators for academic affairs earned the Ed.D. degree, and 1 or 25.00 per cent earned the Ph.D. degree.

Major Discipline. The number and percentage of the sample who earned doctorates in one of the degree areas specified is reported in Table VIII. The data indicate that, at the doctoral level, the majority of the administrators for academic affairs selected some area of professional education as their area of specialization at the doctoral level (2 indicated Higher Education, 1 indicated Other Education). One administrator did not indicate his area of specialization at the doctoral level.

Institutions attended. The data pertaining to the institutions attended by administrators for academic affairs is reported in Table XIII. The data further indicate that the administrators for academic affairs attended primarily institutions in the Great Lakes region of the United States for all degrees earned. At the baccalaureate degree level, 9 or 70.00 per cent attended institutions in the Great Lakes region; at the master's degree level, 8 or 66.66 per cent attended institutions in the Great Lakes region; at the doctoral level, 3 or 75.00 per cent attended institutions in the Great Lakes region. Thus, one may infer from the data presented that the administrators for academic affairs of public community colleges in Ohio and Michigan have predominantly a Midwestern educational background.

Professional Education Background of Administrators for Academic Affairs

Included in this section are data pertaining to the years in present position, and the kinds and years of professional education experience of administrators for academic affairs.

Years in present position. Table X presents the range, median, and mean number of years administrators for academic affairs have been in their present positions. The range of years in present position was 1-10, with a median of 2.50 years and a mean of 3.08 years.

Kinds and years of professional education experience. The professional education experience of administrators for academic affairs

TABLE XIII

INSTITUTIONS ATTENDED, BY GEOGRAPHICAL AREAS, FOR ALL DEGREES EARNED BY ADMINISTRATORS FOR ACADEMIC AFFAIRS

Region	Baccalaureate Degree		Master's Degree		Doctorate	
	N	%	N	%	N	%
Total N Reporting	12		12		4	
New England	0	0.00	0	0.00	0	0.00
Mideast	1	8.33	2	16.66	0	.00
Southeast	1	8.33	1	8.33	0	.00
Great Lakes	9	75.00	8	66.66	3	75.00
Plains	1	8.33	1	8.33	0	.00
Southwest	0	.00	0	.00	1	25.00
Rocky Mountains	0	.00	0	.00	0	.00
Far West	0	0.00	0	0.00	0	0.00

is shown in Table XIV. The table indicates that the areas in which most administrators for academic affairs had professional education experience were the community college and the secondary school. The range of years of experience at the community college level was 1-15, with a median of 3.00 and a mean of 6.25. At the secondary school level, the range of years of experience was 1-15, with a median of 2.00 years and a mean of 4.71 years.

Business and Industrial Backgrounds of Administrators for Academic Affairs

The range, median, and mean number of years of administrators for academic affairs in the business and industrial areas is shown in Table XII. The range of years of business and industrial experience was 2-9, with a median of 4.00 years and a mean of 5.00 years.

III. ADMINISTRATOR FOR VOCATIONAL-TECHNICAL INSTRUCTION

Included in this section is the analysis of data pertaining to the titles held by administrators for vocational-technical instruction, the academic backgrounds, the professional education experience, and the business and industrial experience of administrators for vocational-technical instruction.

Titles Held by Administrators for Vocational-Technical Instruction

The data in Table I indicate the titles held by administrators for vocational-technical instruction. Of the sample population, 11 or 84.61 held the title of Dean, 1 or 7.69 per cent held the title of

TABLE XIV

YEARS OF PROFESSIONAL EDUCATION EXPERIENCE ADMINISTRATOR FOR ACADEMIC AFFAIRS

Kind of Experience	N	Range	Median	Mean
Elementary	1	----	14.00	14.00
Secondary	7	1-15	2.00	4.71
Community College	8	1-15	3.00	6.25
Baccalaureate Institution	4	2-15	7.00	7.75
Other Education Experience	3	2-19	5.00	8.66

Director, and 1 or 7.69 per cent held the title of Division Chairman.

Academic Backgrounds of Administrators for Vocational-Technical Education

Included in this section are data pertaining to the degrees held, the kinds of degrees held, the major disciplines, and the institutions attended for each degree.

Degrees held. The data in Table II give the number and percentage of the sample population who earned baccalaureate degrees, master's degrees, specialist degrees, and doctorates. Of the sample population, 13 or 100 per cent held one or more baccaalaureate degrees, 13 or 100 per cent held the master's degree, and 1 or 7.69 per cent held the doctorate. None of the administrators for vocational-technical education held the specialist degree.

Kind of baccalaureate degree. Table III indicates the number and percentage of the sample population who earned one of the seven baccalaureate degrees specified. The data show that the baccalaureate degree most frequently earned was the B.S. degree, followed closely by the A.B. and B. Ed. degrees. Of the sample 6 administrators for vocational-technical instruction, consituting 46.15 per cent of the total, earned the B.S. degree, and 4 or 30.76 per cent earned the A.B. degree. Two administrators for vocational-technical instruction earned the B. Ed. degree, comprising 15.38 per cent of the total, and 1 or 7.69 per cent earned the B.A. degree.

Major discipline. Table IV reports the number and percentage of the sample population who earned baccalaureate degrees in one of the eight degree areas specified. That area in which the greatest number of administrators for vocational-technical instruction specialized at the baccalaureate degree level was Education. Of the total sample, 6 or 46.15 per cent indicated Education as their area of specialization at the baccalaureate degree level. Two administrators did not indicate their areas of specialization at the baccalaureate degree level.

Kind of master's degree, The number and percentage of the sample population who earned one of the five master's degrees specified is reported in Table V. Of the sample, 8 administrators for vocational-technical instruction, or 61.53 per cent of the total earned the M.A. degree, 3 or 23.07 per cent earned the M.S. degree, and 2 or 15.08 per cent earned the M. Ed. degree.

Major discipline. Table VI presents the number and percentage of the sample who earned master's degrees in one of the nine degree areas specified. Of the sample, 4 administrators, or 30.76 per cent, indicated that Education, Non-administration was their area of specialization at the master's degree level.Three administrators did not indicate their major area of study at the master's degree level.

Kind of doctorate and major discipline. The data in Tables VII and VIII indicate the kind of doctorate and the major discipline held by the administrator for vocational-technical instruction. One administrator for vocational-technical instruction earned a doctorate, the Ed.D. degree, and his area of specialization at the doctorate level was not indicated.

Institutions attended. The data pertaining to the institutions attended by administrators for vocational-technical instruction is reported in Table XV. At both the baccalaureate and master's degree level, the majority of the administrators for vocational-technical instruction attended institutions in the Great Lakes region of the United States. At the baccalaureate degree level 10 or 83.33 per cent of the administrators attended institutions in the Great Lakes region, as did 9 or 90.00 per cent of the administrators at the master's degree level. The institution attended by the administrator for vocational-technical instruction who held the doctorate was not reported.

Professional Education Backgrounds of Administrators for Vocational-Technical Instruction

Included in this section are data pertaining to the years in present position, and the kinds and years of professional education experience.

Years in present position. Table X presents the range, median, and mean number of years administrators for vocational-technical instruction have been in their present positions. The range of years in present position was 1-6, with a median and mean of 3.50 years.

Kinds and years of professional education experience. The professional education experience of administrators for vocational-technical instruction is shown in Table XVI. The majority of the administrators' professional education experience, according to the data, was at the community college and secondary school levels. The

TABLE XV

INSTITUTIONS ATTENDED, BY GEOGRAPHICAL AREAS, FOR ALL DEGREES EARNED BY ADMINISTRATORS FOR VOCATIONAL-TECHNICAL INSTRUCTION

Region	Baccalaureate Degree		Master's Degree	
	N	%	N	%
Total N Reporting	12		10	
New England	1	8.33	1	10.00
Mideast	1	8.33	0	0.00
Southeast	0	0.00	0	.00
Great Lakes	10	83.33	9	90.00
Plains	0	.00	0	.00
Southwest	0	.00	0	.00
Rocky Mountains	0	.00	0	.00
Far West	0	0.00	0	0.00

TABLE XVI

YEARS OF PROFESSIONAL EDUCATION EXPERIENCE ADMINISTRATOR FOR VOCATIONAL-TECHNICAL INSTRUCTION

Kind of Experience	N	Range	Median	Mean
Elementary	1	----	4.00	4.00
Secondary	9	1-29	14.50	13.00
Vocational-Technical Institute	4	2-8	3.00	4.00
Community College	8	1-12	4.33	4.50
Baccalaureate Institution	5	1-15	8.50	6.60
State Department of Education	1	----	1.00	1.00
Other Education Experience	2	6-11	6.50	8.50

range of years of experience at the community college level was 1-12, with a median of 4.33 years and a mean of 4.50 years. The range of years of experience at the secondary school level was 1-29, with a median of 14.50 years and a mean of 13.00 years.

Business and Industrial Backgrounds of Administrators for Vocational-Technical Instruction

The data in Table XII indicate the range, median, and mean number of years of business and industrial experience of administrators for vocational-technical instruction. The range of years of experience was 2-11, with a median of 4.00 years and a mean of 5.25 years.

IV. ADMINISTRATOR FOR BUSINESS AFFAIRS

Included in this section is the analysis of the data pertaining to the titles held by administrators for business affairs, the academic backgrounds, the professional education experience, and the business and industrial experience of administrators for business affairs.

Titles Held by Administrators for Business Affairs

The data in Table I indicate the titles held by administrators for business affairs. Of the sample population, 5 or 41.66 per cent held the title of Business Manager, 3 or 25.00 per cent held the title of Dean, 2 or 16.66 per cent held the title of Vice-President, 1 or 8.33 per cent held the title of Director, and 1 or 8.33 per cent held the title of Controller.

Academic Backgrounds of Administrators for Business Affairs

Included in this section are data pertaining to the degrees held, the kinds of degrees, the major disciplines, and the institutions attended for the administrators for business affairs.

Degrees held. The data in Table II give the number and percentage of the sample population who earned baccalaureate degrees, master's degrees, specialist degrees, and doctorates. Of the sample population, 12 or 100 per cent earned one or more baccalaureate degrees, 8 or 66.66 per cent earned master's degrees, 1 or 8,33 per cent earned a specialist degree, and 4 or 33.33 per cent held the doctorate.

Kind of baccalaureate degree. Table III indicates the number and percentage of the sample population who earned one of the seven baccalaureate degrees specified. The data further indicate that the most frequently earned baccalaureate degree was the B.A. degree. Of the sample, 6 administrators for business affairs, comprising 50.00 per cent of the total, earned the B.A. degree, whereas 3 or 25.00 per cent earned the B.S. degree, 2 or 16,66 per cent earned the A.B. degree, and 1 or 8.33 per cent eatned the B.B.A. degree.

Major discipline. Table IV reports the number and percentage of the sample population who earned baccalaureate degrees in one of the eight degree areas specified. Of the sample population, the most frequent area of specialization at the baccalaureate degree level was Business Administration (4 administrators, constitution 33.33 per cent of the total). Two administrators for business affairs did not specify their major discipline at the baccalaureate degree level.

Kind of master's degree. The number and percentage of the sample population who earned one of the five master's degrees specified is reported in Table V. Of the sample population, 6 administrators for business affairs or 75.00 per cent of the sample earned the M.A. degree while 2 or 25.00 per cent earned the M.B.A. degree.

Major discipline. Table VI presents the number and percentage of the sample who earned master's degrees in one of the nine degree areas specified. Of the sample population, 3 administrators for business affairs or 37.50 per cent of the total indicated that Educational Administration was their area of specialization at the master's degree level, and 2 or 25.00 per cent of the total indicated that Business Administration was their major discipline of study. One administrator did not specify his area of specialization at the master's degree level.

Specialist degree. Table II indicates that 1 administrator for business affairs held a specialist degree. The degree held was the Ed.S., and the area of specialization was School Business Management.

Kind of doctorate and major discipline. Tables VII and VIII indicate that 1 administrator for business affairs held the doctorate, the Ed.D. degree, and the area of specialization was Educational Administration.

Institutions attended. The data pertaining to the institutions attended by administrators for business affairs is reported in Table XVII. The data indicate that, at all degree levels, the majority of the administrators for business affairs attended institutions in the

TABLE XVIII

INSTITUTIONS ATTENDED, BY GEOGRAPHICAL AREAS, FOR ALL DEGREES EARNED BY ADMINISTRATOR FOR BUSINESS AFFAIRS

Region	Baccalaureate Degree		Master's Degree		Specialist Degree		Doctorate	
	N	%	N	%	N	%	N	%
Total N Reporting	11		6		1		1	
New England	0	0.00	0	0.00	0	0.00	0	0.00
Mideast	1	9.09	1	16.66	0	.00	0	.00
Southeast	0	.00	0	.00	0	.00	0	.00
Great Lakes	9	81.81	5	83.83	1	100.00	1	100.00
Plains	1	9.09	0	.00	0	.00	0	.00
Southwest	0	.00	0	.00	0	.00	0	.00
Rocky Mountains	0	.00	0	.00	0	.00	0	.00
Far West	0	0.00	0	0.00	0	0.00	0	0.00

Great Lakes region of the United States. Of the sample, 81.81 per cent of the administrators at the baccalaureate degree level, 83.83 per cent of the administrators at the master's degree level, and 100 per cent of the administrators at the specialist and doctoral levels attended institutions in the Great Lakes region.

Professional Education Backgrounds of Administrators for Business Affairs

Included in this section are data pertaining to the years in present position, and the kinds and years of professional education experience of administrators for business affairs.

Years in present position. Table X presents the range, median, and mean number of years administrators for business affairs have been in their present positions. The range of years in present position was 1-7, with a median of 4.62 years and a mean of 4.50 years.

Kinds and years of professional education experience. The professional education experience of administrators for business affairs is shown in Table XVIII. The table indicates that the areas in which most administrators for business affairs had professional education experience were the community college and the secondary school. The range of years of experience at the community college was 2-16, with a median of 5.50 and a mean of 7.57. At the secondary school level, the range of years of experience was 9-19, with a median of 9.50 and a mean of 13.50.

Business and Industrial Experience of Administrators for Business Affairs

The data in Table XII reports the range, median, and mean number

TABLE XVIII

YEARS OF PROFESSIONAL EDUCATION EXPERIENCE
ADMINISTRATOR FOR BUSINESS AFFAIRS

Kind of Experience	N	Range	Median	Mean
Elementary	3	2-16	4.00	5.50
Secondary	4	9-19	9.50	13.50
Community College	7	2-16	5.50	7.57
Baccalaureate Institution	3	1-10	9.00	6.66
State Department of Education	1	----	1.00	1.00
Other Education Experience	2	2-3	2.50	2.50

of years of business and industrial experience of administrators for business affairs. The range of years of experience was 2-17, with a median of 8.00 years and a mean of 9.13 years.

V. ADMINISTRATOR FOR STUDENT PERSONNEL SERVICES

Included in this section is the analysis of the data pertaining to the titles held by administrators for student personnel services, the academic backgrounds, the professional education experience, and the business and industrial experience.

Titles Held by Administrators for Student Personnel Services

The data in Table I indicate the titles held by administrators for student personnel services. Of the sample population, 10 administrators or 83.33 per cent held the title of Dean, 1 or 8.33 per cent held the title of Vice-President, and 1 or 8.33 per cent held the title of Director.

Academic Backgrounds of Administrators for Student Personnel Services

Included in this section are data pertaining to the degrees held by administrators for student personnel services, the kinds of degrees held, the major disciplines, and the institutions attended for each degree.

Degrees held. The data in Table II give the number and percentage of the sample population who earned baccalaureate degrees, master's degrees, specialist degrees, and doctorates. Of the sample population, 12 or 100 per cent held one or more baccalaureate degrees, 11 or 91.66

per cent held the master's degree, 1 or 8.33 per cent held the specialist degree, and 4 or 33.33 per cent held the doctorate.

Kind of baccalaureate degree. Table III indicates the number and percentage of the sample population who earned one of the seven baccalaureate degrees specified. Of the sample, 5 administrators or 41.66 per cent earned the B.S. degree, 4 or 33.33 per cent earned the B.A. degree, and 3 or 25.00 per cent earned the A.B. degree.

Major discipline. Table IV reports the number and percentage of the sample population who earned baccalaureate degrees in one of the eight degree areas specified. Of the sample, 4 administrators for student personnel services or 33.33 per cent of the total indicated the Social Sciences as their area of specialization, and 2 or 16.66 per cent indicated the Sciences as their major discipline. Two administrators for student personnel services did not indicate their areas of specialization at the baccalaureate degree level.

Kind of master's degree. The number and percentage of the sample population who earned one of the five master's degrees specified is reported in Table V. Of the sample, 7 administrators or 63.63 per cent earned the M.A. degree, 2 or 18.18 per cent earned the M.S. degree, and 2 or 18.18 per cent earned the M. Ed. degree.

Major discipline. Table VI presents the number and percentage of the sample who earned master's degrees in one of the nine degree areas specified. Of the sample, 6 administrators or 54.54 per cent of the total declared Guidance and Counseling as their area of specialization at the master's degree level.

Specialist degree. Table I indicates that 1 administrator for student Personnel Services earned a specialist degree. The degree earned was the Ed.S., and the major discipline was Guidance and Counseling.

Kind of doctorate. The data in Table VII present the number and percentage of the sample population who earned one of the doctorates specified. Of the sample, 2 or 50.00 per cent earned the Ph.D. degree and 2 or 50.00 earned the Ed.D. degree.

Major discipline. The number and percentage of the sample population who earned doctorates in one of the specified degree areas is reported in Table VIII. The data indicated that the majority of the administrators for student personnel services indicated that their area of specialization was in some area of professional education (1 reported Guidance and Counseling, 1 reported Educational Administration, 1 reported Higher Education). One administrator did not specify his major discipline at the doctoral level.

Institutions attended. Table XIX indicates the institutions attended for all degrees by administrators for student personnel services. Of the sample, most of the administrators attended institutions in the Great Lakes region of the United States for all degrees earned (90.00 per cent at the baccalaureate degree level, 70.00 per cent at the master's degree level, 100 per cent at the specialist and doctoral degree levels).

TABLE XIX

INSTITUTIONS ATTENDED, BY GEOGRAPHICAL AREAS, FOR ALL DEGREES EARNED BY ADMINISTRATORS FOR STUDENT PERSONNEL SERVICES

Region	Baccalaureate Degree		Master's Degree		Specialist Degree		Doctorate	
	N	%	N	%	N	%	N	%
Total N Reporting	11		10		1		4	
New England	0	0.00	0	0.00	0	0.00	0	0.00
Mideast	1	10.00	1	10.00	0	.00	0	.00
Southeast	0	.00	0	.00	0	.00	0	.00
Great Lakes	10	90.00	7	70.00	1	100.00	4	100.00
Plains	0	.00	1	10.00	0	.00	0	.00
Southwest	0	.00	1	10.00	0	.00	0	.00
Rocky Mountains	0	.00	0	.00	0	.00	0	.00
Far West	0	0.00	0	0.00	0	0.00	0	0.00

Professional Education Experience of Administrators for Student Personnel Services

Included in this section are data pertaining to the years in persent position, and the kinds and years of professional education experience of community college administrators for student personnel services.

Years in present position. Table X presents the range, median, and mean number of years administrators for student personnel services have been in their present positions. The range of years im present position was 1-6, with a median of 3.00 and a mean of 3.20 years.

Kinds and years of professional education experience. Table XX indicates the kinds and years of professional education experience of administrators for student personnel services. The table further indicates that the areas in which most administrators had professional education experience were the community college and the secondary school. The range of years of experience at the community college was 1-15, with a median of 6.00 and a mean of 7.33. The range of years of experience at the secondary school was 2-18, with a median of 10.00 years and a mean of 8.87 years.

VI.. COMPARISON WITH FINDINGS OF OTHER STUDIES

The findings of this study tend to reflect the findings of other empirical studies dealing with the same subject. As far as the chief administrator was concerned, this study concurred with others in the following respects:

TABLE XX

YEARS OF PROFESSIONAL EDUCATION EXPERIENCE ADMINISTRATOR FOR STUDENT PERSONNEL SERVICES

Kind of Experience	N	Range	Median	Mean
Elementary	1	----	2.00	2.00
Secondary	7	2-18	10.00	8.87
Community College	9	1-15	6.00	7.33
Baccalaureate Institution	4	1-9	3.50	4.25

1. The academic backgrounds of chief administrators were primarily in the Humanities and Social Sciences at the baccalaureate and master's degree levels, and in Education at the doctoral level.
2. The professional education backgrounds of chief administrators were primarily at the community college and secondary school levels.

The findings of this study differed from those of other studies in the area of degrees held. This study indicates a higher percentage of chief administrators holding the doctorate than other related studies.

As far as the administrator for vocational-technical instruction was concerned, the findings of this study concurred with those of other studies dealing with the same subject. All studies (this one included) indicate that the highest degree generally earned was the master's degree, and that the administrator selected Education as his major field of specialization at the undergraduate level as well as at the graduate level.

As far as the administrator for business affairs was concerned, the findings of this study concurred with the findings of other studies dealing with the same subject. All studies indicate that the highest degree generally earned was the master's degree, and that the administrators selected Business Administration as his major field of study at the undergraduate level and Educational Administration as his major discipline at the graduate level.

VII. COMPARISON WITH RECOMMENDATIONS PROPOSED BY AUTHORITIES IN THE FIELD

The findings of this study do, to some extent, reflect the recommendations for the academic and professional backgrounds of community college administrators proposed by authorities in the field. This study indicated that

1. The chief administrator and the administrator for academic affairs have primarily "scholarly" backgrounds, i.e., their major disciplines of study at the undergraduate and graduate degree levels except at the doctoral level were in "acacemic" rather than professional areas.
2. The administrators tend to possess both academic and professional education competencies.
3. There is a trend to select top administrative personnel from within the community college area rather than from secondary education.

The findings of this study did not reflect the recommendations for preparation of administrators in the following areas:

1. The administrator for business affairs did not have a strong liberal arts background
2. The administrator for student personnel services did not select as his major area of specialization at the graduate level the area of student personnel work.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is concerned with the summary, conclusions, and recommendations of the study.

Summary

The purpose of this study was to ascertain the kinds of degrees and major disciplines, the professional education experience, and the business and industrial experience of the top administrators of public community colleges in Ohio and Michigan. A corollary purpose of the study was to test the validity of the following hypothesis: Most top administrators of public community colleges have backgrounds in academic disciplines rather than backgrounds in professional areas.

The sample population for the study consisted of the top administrators from thirteen public community colleges in Ohio and Michigan, having a raw number of 62.

The analysis of the data indicated that of the sample population, 62 or 100 per cent of the administrators held the baccalaureate degree, 56 or 90.32 per cent of the administrators held the master's degree, and 21 or 33.87 of the administrators held the doctorate. The analysis of data further indicated that the major disciplines of administrators at the baccalaureate degree level were the Social Sciences and Education; at the master's degree level, Education; and at the doctoral level, Education.

Conclusions

On the basis of the data gathered, two conclusions appear to be significant. These include:

1. The backgrounds of top community college administrators in Ohio and Michigan are in professional areas rather than in academic disciplines. Moreover, most top community college administrators have professional education experience at the community college and secondary school levels.
2. The hypothesis proposed by the writer--most top administrators of public community colleges in Ohio and Michigan have backgrounds in academic areas rather than in professional areas--was rejected.

Recommendations

The writer recommends that further research be conducted in the area of professional qualifications of community college administrative personnel. Moreover, the writer recommends that this research be empirical in nature, not judgmental.

BIBLIOGRAPHY

Bolman, Frederick. "Preparing College and University Administrators for the Year 2000." Paper presented to Sectional Meeting 24 on "Preparing college and university administrators" at the 23rd National Conference on Higher Education, sponsored by the American Association for Higher Education, Chicago, March 4, 1968.

Burns, Gerald P. (ed.). Administrators in Higher Education. New York: Harper and Brothers, 1962.

Caughey, Dale W. "A Descriptive Study of Business Managers in Certain Junior Colleges," Dissertation Abstracts, Vol. 27-A (1966), 894-895.

Clark, Burton R. The Open Door College: A Case Study. New York: McGraw-Hill Book Company, Inc., 1960.

Corson, John J. Governance of Colleges and Universities. New York: McGraw-Hill Book Company, Inc., 1960.

Eddy, Edward D. "The Student Views the College Administration." Paper presented to Discussion Group 10 on "The value of such programs as the administrative internship" at the 22nd National Conference on Higher Education, sponsored by the Association for Higher Education, Chicago, March 6, 1967.

Fielding, Marvin R. "Directors of Vocational-Technical Education in the Public Junior Colleges in the United States," Dissertation Abstracts, Vol. 27-A (1966), 2772-2773.

Gates, Claude L., Jr. "A Study of the Administrators of Technical Programs in the Public Junior Colleges of the United States," Dissertation Abstracts, Vol. 25 (1965), 5051.

Gleazer, Edmund J., Jr. "Concerns and Cautions for Community Colleges," Junior College Journal, Vol. 38 (March, 1968), 18-21.

Gleazer, Edmund J., Jr. This Is the Community College. Boston: Houghton Mifflin Company, 1968.

Harper, William A. (ed.). 1969 Junior College Directory. Washington, D. C.: American Association of Junior Colleges, 1969.

Hawk, Ray. "A Profile of Junior College Presidents," Junior College Journal, Vol. 30 (February, 1960), 340-346.

Henderson, Algo. Policies and Practices in Higher Education. New York: Harper and Brothers, 1960.

Hostrop, Richard. "Interviewing Presidential Candidates," Junior College Journal, Vol. 38 (October, 1967), 13-14.

McConnell, T. R. A General Pattern for American Public Higher Education. New York: McGraw-Hill Book Company, Inc., 1962.

Medsker, Leland. The Junior College: Progress and Prospect. New York: McGraw-Hill Book Company, Inc., 1960.

Millett, John D. The Academic Community. New York: McGraw-Hill Book Company, Inc., 1962.

Priest, Bill J. "Selecting a College President," Junior College Journal, Vol. 35 (April, 1965), 5-7.

Roland, Leo J. "Professional Preparation of Junior College Administrators," Junior College Journal, Vol. 24 (October, 1953), 72-80.

Roueche, John E. (comp.). A Bibliography of Doctoral Dissertations 1964-1966. Washington, D. C.: American Association of Junior Colleges, 1967.

Roueche, John E. "The Junior College President," Junior College Research Review, Vol. 2, No. 10 (June, 1968).

Schultz, Raymond. "The Changing Profile of the Junior College President," Junior College Journal, Vol. 36 (October, 1965), 8-13.

APPENDIX A

INSTRUMENT USED IN THE STUDY

SURVEY OF COMMUNITY COLLEGE ADMINISTRATORS

A. Chief Administrator

1. Title

_____ a. President
_____ b. Dean
_____ c. Director
_____ d. Other (Specify ____________________)

2. Years in Present Position ____________________

3. Baccalaureate Degree

_____ a. A.B.
_____ b. B.A.
_____ c. B.S.
_____ d. B. Ed.
_____ e. B.B.A.
_____ f. Other (Specify ____________________)

4. Major Discipline, Baccalaureate Degree ______________________________

5. Institution Attended, Baccalaureate Degree ______________________________

6. Master's Degree

_____ a. M.A.
_____ b. M.S.
_____ c. M. Ed.
_____ d. M.B.A.
_____ e. Other (Specify ____________________)

7. Major Discipline, Master's Degree ______________________________

8. Institution Attended, Master's Degree ______________________________

9. Doctoral Degree

_____ a. Ph. D.
_____ b. Ed. D.
_____ c. Other (Specify ____________________)

10. Major Discipline, Doctoral Degree ______________________________

11. Institution Attended, Doctoral Degree ______________________________

12. Years of Professional Education Experience

_____ a. Elementary
_____ b. Secondary
_____ c. Vocational-Technical Institute
_____ d. Community College
_____ e. Baccalaureate Institution
_____ f. Other (Specify ____________________)

13. Business and/or Industrial Experience

a. Kind of Experience ______________________________

b. Years of Experience ____________

B. Administrator for Academic Affairs

1. Title

____ a. Vice President
____ b. Dean
____ c. Director
____ d. Other (Specify ____________)

2. Years in Present Position ____________

3. Baccalaureate Degree

____ a. A.B.
____ b. B.A.
____ c. B.S.
____ d. B. Ed.
____ e. B.B.A.
____ f. Other (Specify ____________)

4. Major Discipline, Baccalaureate Degree ____________________

5. Institution Attended, Baccalaureate Degree ____________________

6. Master's Degree

____ a. M.A.
____ b. M.S.
____ c. M. Ed.
____ d. M.B.A.
____ e. Other (Specify ____________)

7. Major Discipline, Master's Degree ____________________

8. Institution Attended, Master's Degree ____________________

9. Doctoral Degree

____ a. Ph. D.
____ b. Ed. D.
____ c. Other (Specify ____________)

10. Major Discipline, Doctoral Degree ____________________

11. Institution Attended, Doctoral Degree ____________________

12. Years of Professional Education Experience

_____ a. Elementary
_____ b. Secondary
_____ c. Vocational-Technical Institute
_____ d. Community College
_____ e. Baccalaureate Institution
_____ f. Other (Specify ______________________________________)

13. Business and/or Industrial Experience

a. Kind of Experience ______________________________________

b. Years of Experience ________________

C. Administrator for Vocational-Technical Instruction

1. Title

_____ a. Vice President
_____ b. Dean
_____ c. Director
_____ d. Other (Specify ________________)

2. Years in Present Position ________________

3. Baccalaureate Degree

_____ a. A.B.
_____ b. B.A.
_____ c. B.S.
_____ d. B. Ed.
_____ e. B.B.A.
_____ f. Other (Specify ________________)

4. Major Discipline, Baccalaureate Degree ________________________

5. Institution Attended, Baccalaureate Degree________________________

6. Master's Degree

_____ a. M.A.
_____ b. M.S.
_____ c. M. Ed.
_____ d. M.B.A.
_____ e. Other (Specify ________________)

7. Major Discipline, Master's Degree ____________________________

8. Institution Attended, Master's Degree __________________________

9. Doctoral Degree

_____ a. Ph. D.
_____ b. Ed. D.

10. Major Discipline, Doctoral Degree ______________________________

11. Institution Attended, Doctoral Degree ___________________________

12. Years of Professional Education Experience

    _____ a. Elementary
    _____ b. Secondary
    _____ c. Vocational-Technical Institute
    _____ d. Community College
    _____ e. Baccalaureate Institution
    _____ f. Other (Specify ______________________________________)

13. Business and/or Industrial Experience

    a. Kind of Experience ______________________________________

    b. Years of Experience ________________

D. Administrator for Business Affairs

1. Title

    _____ a. Vice President
    _____ b. Dean
    _____ c. Director
    _____ d. Business Manager
    _____ e. Other (Specify ________________)

2. Years in Present Position ________________

3. Baccalaureate Degree

    _____ a. A.B.
    _____ b. B.A.
    _____ c. B.S.
    _____ d. B. Ed.
    _____ e. B.B.A.
    _____ f. Other (Specify ________________)

4. Major Discipline, Baccalaureate Degree ___________________________

5. Institution Attended, Baccalaureate Degree ______________________

6. Master's Degree

    _____ a. M.A.
    _____ b. M.S.
    _____ c. M. Ed.
    _____ d. M.B.A.
    _____ e. Other (Specify ________________)

7. Major Discipline, Master's Degree ______________________________

8. Institution Attended, Master's Degree ______________________________

9. Doctoral Degree

- ____ a. Ph. D.
- ____ b. Ed. D.
- ____ c. Other (Specify ____________________)

10. Major Discipline, Doctoral Degree ______________________________

11. Institution Attended, Doctoral Degree ______________________________

12. Years of Professional Education Experience

- ____ a. Elementary
- ____ b. Secondary
- ____ c. Vocational-Technical Institute
- ____ d. Community College
- ____ e. Baccalaureate Institution
- ____ f. Other (Specify ______________________________)

13. Business and/or Industrial Experience

    a. Kind of Experience ______________________________

    b. Years of Experience ____________________

E. Administrator for Student Personnel Services

1. Title

- ____ a. Dean
- ____ b. Director
- ____ c. Other (Specify ____________________)

2. Years in Present Position ____________________

3. Baccalaureate Degree

- ____ a. A.B.
- ____ b. B.A.
- ____ c. B.S.
- ____ d. B. Ed.
- ____ e. B.B.A.
- ____ f. Other (Specify ____________________)

4. Major Discipline, Baccalaureate Degree ______________________________

5. Institution Attended, Baccalaureate Degree ______________________________

6. Master's Degree

_____ a. M.A.
_____ b. M.S.
_____ c. M. Ed.
_____ d. M.B.A.
_____ e. Other (Specify ____________________)

7. Major Discipline, Master's Degree ________________________________

8. Institution Attended, Master's Degree ________________________________

9. Doctoral Degree

_____ a. Ph. D.
_____ b. Ed. D.
_____ c. Other (Specify ____________________)

10. Major Discipline, Doctoral Degree ________________________________

11. Institution Attended, Doctoral Degree ________________________________

12. Years of Professional Education Experience

_____ a. Elementary
_____ b. Secondary
_____ c. Vocational-Technical Institute
_____ d. Community College
_____ e. Baccalaureate Institution
_____ f. Other (Specify ____)

13. Business and/or Industrial Experience

a. Kind of Experience ____

b. Years of Experience ____________________

APPENDIX B

DATA PROCESSING CODING GUIDE

Column	Data
1 & 2	Code number of institution
3	Administrator 1. Chief administrator 2. Administrator for academic affairs 3. Administrator for vocational-technical instruction 4. Administrator for business affairs 5. Administrator for student personnel services
4	Title of administrator 1. President 2. Vice-President 3. Dean 4. Director 5. Business Manager 6. Controller 7. Divisional chairman
5 & 6	Number of years in present position 00. No information
7	Baccalaureate degree 0. No information 1. A.B. 2. B.A. 3. B.S. 4. B. Ed. 5. B.B.A. 6. B.F.A. 7. Ph.B. 8. Other
8 & 9	Major discipline, baccalaureate degree 00. No information 01. Humanities 02. Social Sciences 03. Sciences 04. Mathematics 05. Guidance and Counseling 06. Education 07. Business Administration 08. Other

Column	Data
10	Master's degree 0. No information 1. M.A. 2. M.S. 3. M. Ed. 4. M.B.A. 5. Other
11 & 12	Major discipline, master's degree 00. No information 01. Humanities 02. Social Sciences 03. Sciences 04. Guidance and Counseling 05. Mathematics 06. Education, Non-administration 07. Educational Administration 08. Higher Education 09. Business Administration 10. Other
13	Specialist degree 1. Ed. S 2. Other
14.	Major discipline, specialist degree 0. No information 1. School Business Management 2. Guidance and Counseling 3. Educational Administration
15	Doctorate 0. No information 1. Ph.D. 2. Ed.D. 3. Other
16.	Major discipline, doctorate 00. No information 01. Humanities 02. Social Sciences 03. Sciences 04. Mathematics 05. Guidance and Counseling 06. Educational Administration 07. Higher Education

Column	Data
	08. Other Education 09. Business 10. Other professional areas
18 & 19	Years in elementary education
	00. No information
20 & 21	Years in secondary education
	00. No information
22 & 23	Years in vocational-technical institute
	00. No information
24 & 25	Years in community college
	00. No information
26 & 27	Years in baccalaureate institution
	00. No information
28 & 29	Years in State Department of Education
	00. No information
30 & 31	Years of other education experience
	00. No information
32 & 33	Years of business and industrial experience
	00. No information
34	Kind of business and industrial experience 0. No information 1. Business only 2. Industry only 3. Business and industry 4. Manufacturing